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ABSTRACT

This is one of a series of curriculum guides designed to assist bilingual teachers to provide a coordinated program of studies for students in the Connecticut Migratory Children's Program and for any other students whose native language is Spanish. It is felt that an effort should be made to discover the skill level at which a child is functioning, to choose materials from curriculum guides at that skill level, and to move to more difficult materials when the child is ready. Skills are suggested at given grade levels to provide a logical sequence of skill development. The overall focus of the curriculum guides in the series is on Puerto Rican history and culture. The present guide is designed to aid teachers of preschool children. It is divided into three units: (1) Sensory Education Curriculum; (2) Psychomotor Education Curriculum; and (3) Language and Number Readiness Curriculum. Each unit states goals and concepts and suggests activities. The guide is illustrated with black-and-white drawings of the materials to be made. (CFM)

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CONNECTICUT MIGRATORY CHILDREN'S PROGRAM

Bilingual - Bicultural Curriculum

PRE-KINDERGARTEN

(4 YEARS)

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INTRODUCTION

This is a curriculum guide to assist bilingual teachers in providing a coordinated program of studies for pre-school through grade three students whose dominant language is Spanish. In the review or utilization of this suggested curriculum guide for bilingual-bicultural education it is essential to be aware of the philosophical and instructional principles which were used as a common base for this developmental effort. As curriculum decisions were made by the working committees, constant referral was made to previously established premises. These premises justified specific curriculum recommendations and caused the rejection of others. For example, a major premise or principle underlying this curriculum structure deals with the matter of diagnostic-prescriptive education. There can be no norm of achievement for all children, and the function of providing levels of possible accomplishment in the curriculum guide is for the purpose of insuring sequential development and presenting logical expectations of what is appropriate instruction for specific age groups. A child should not be restricted to or forced to achieve at any norm. A child should move on when he is ready and be restricted only by his own achievement, not by any suggested average for children.

Other philosophical or instructional principles considered to be non-negotiable when the working committee began the preparation of this curriculum guide are as follows:

1. The curriculum core or focus for pre-school and kindergarten levels would center on developmental concepts appropriate for children of this particular age.

2. The curriculum core or focus for grades one through three would center on social studies units with other areas of instruction such as language arts, arithmetic, science, etc. specifically related to these same social studies units.

3. The total curriculum with its instructional implications would involve the development and understanding of Puerto Rican history and culture.

4. The curriculum would be developed for use with children who linguistically were Spanish-dominant.

5. The teaching of English as a second language would be of secondary importance and taught on an informal basis at the pre-school and kindergarten levels.

6. The teaching of English as a second language would command a high priority and be of major importance in grades one through three.

7. The instructional methodology planned for this curriculum would have the English learning program "keyed" to the teaching provided to the children in Spanish.

8. The instructional program should make every attempt not to confuse the children through the simultaneous use of two languages. Nevertheless, a major effort should be made to provide common reference points of instruction for the teaching process in both Spanish and English. For example, insofar as possible a common vocabulary should be used for the two languages so that conceptual understanding and comprehension can be held within a reasonable range for the children involved.

It is recognized that many staffing patterns and philosophical points-of-view exist in the implementation of bilingual-bicultural education in Connecticut. However, it is intended that this curriculum guide and structure will contribute to equalizing the educational opportunities of the Spanish-speaking child and, through a respect and understanding of their cultural background, will result in a positive self-image among these children.

FORWARD

This curriculum guide has been prepared by the Connecticut Staff Development Cooperative through grants from the Connecticut State Department of Education and the New England Program in Teacher Education. The work of the project was accomplished by a variety of people who completed the developmental tasks required for this guide. Assistance in the coordination of this program came from Ms. Rosa Quezada and Dr. John Dixon. The bilingual educators who spent many long hours writing this curriculum were:

Mrs. Aida Comulada
Mrs. Ines Heinrihar
Mrs. Gladys Labas
Mrs. Gloria Velasco
Dr. William Jassey
Mrs. Lisa Long
Mrs. Rosalina Soto

Ms. Maria Kurcbart contributed extensively to the curriculum both in an editorial capacity and as an artist producing the many illustrations which make the guide more meaningful. Much of the organizing, reviewing, re-writing, and typing of the guide was done by Ms. Deborah Zale. This guide utilizes the concept that effective learning can be enjoyable and that the Spanish culture should be an important component of any curriculum for children with Spanish cultural traditions. Copies of this guide can be secured from the Connecticut Staff Development Cooperative in Hamden, Connecticut.

Alexander J. Plante, Ph.D.
Director
Bilingual Curriculum Development Project

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Connecticut Staff Development Cooperative

BILINGUAL-BICULTURAL CURRICULUM FOR PRE-SCHOOL CHILDREN

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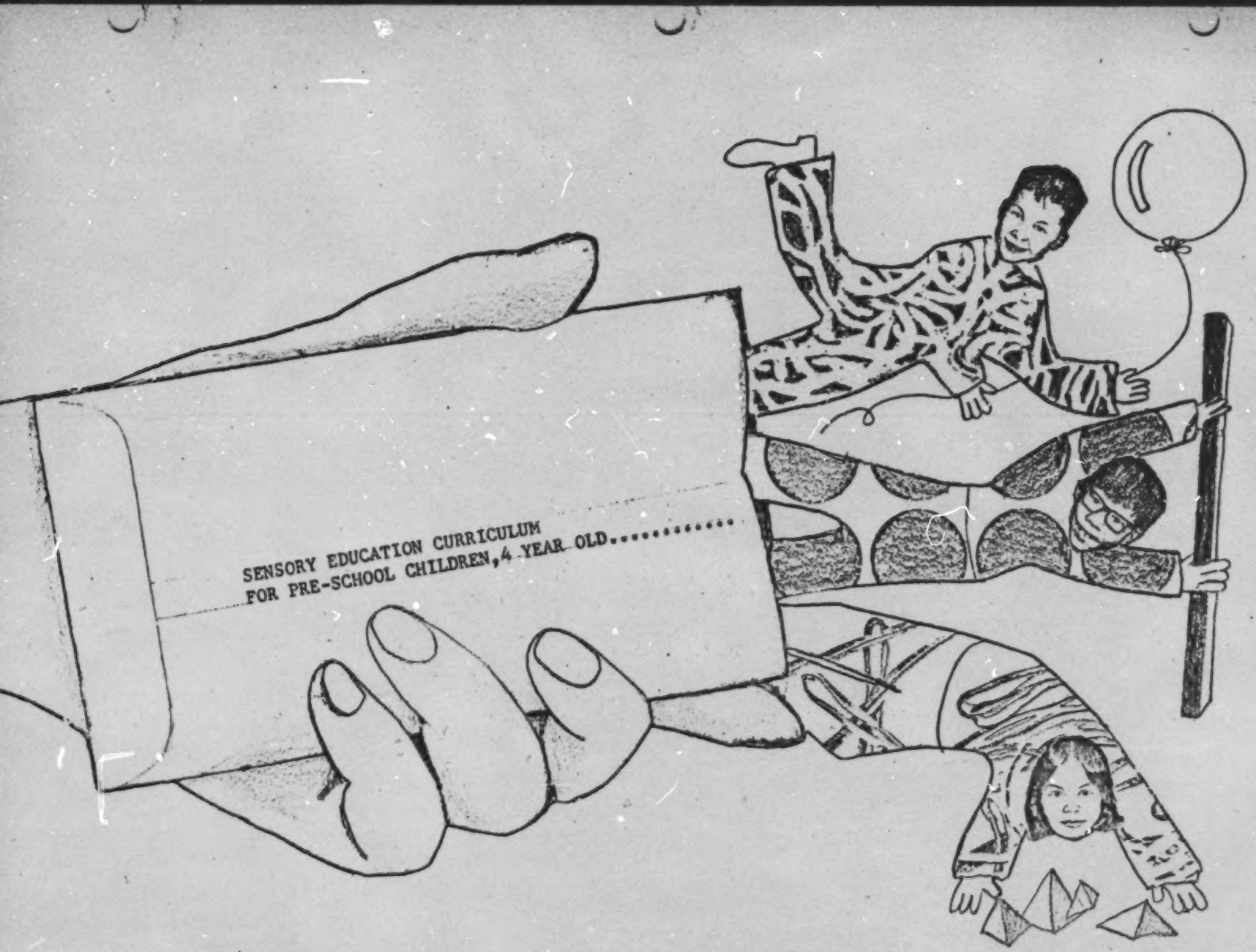
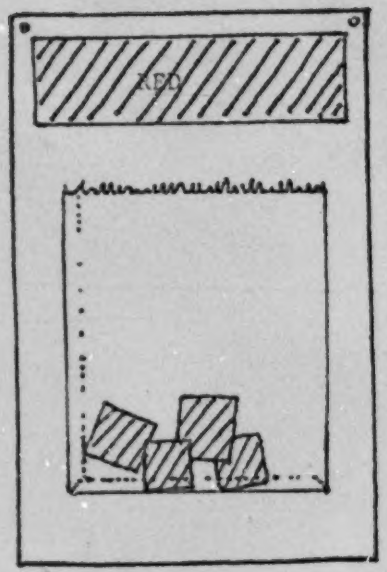

SENSORY EDUCATION CURRICULUM
FOR PRE-SCHOOL CHILDREN,4 YEAR OLD.....

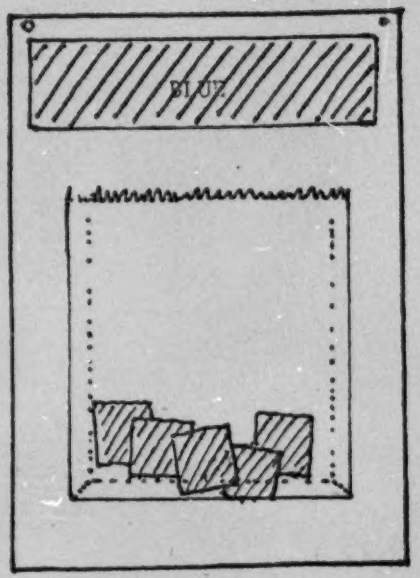
SENSORY EDUCATION CURRICULUM FOR PRE-SCHOOL CHILDREN

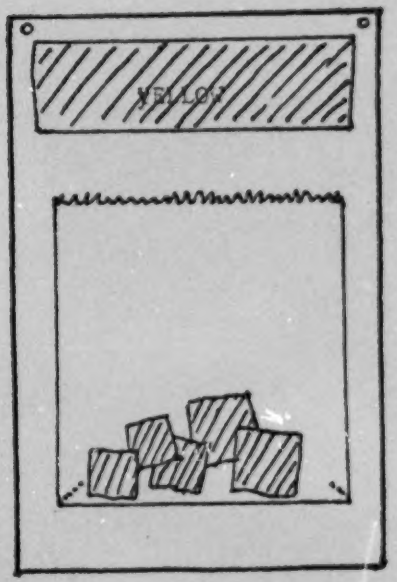
(FOUR-YEAR OLD CHILDREN)

GOAL	CONCEPT
I. To develop visual perception	A. Color 1. To recognize the 3 basic colors (red, yellow, blue) 2. To identify the 3 basic colors 3. To distinguish between the 3 basic colors B. Shape 1. To recognize the 4 basic shapes (circle, square, triangle, rectangle) 2. To identify the 4 basic shapes 3. To distinguish between the 4 basic shapes C. To develop the concept of size 1. To distinguish bulk (small, medium, large) 2. To distinguish height (tall, short) 3. To distinguish length (long, short)
II. To develop auditory discrimination	A. To distinguish between: 1. Soft and Loud 2. Noise and Sound 3. Location of sound and noise B. To identify objects through sound 1. By association 2. By discrimination C. To follow direction of sounds
III. To develop tactile perception	A. To recognize textures (hard, soft, rough, smooth, sticky, etc.) B. To distinguish between textures (hard, soft, rough, smooth, sticky, etc.)

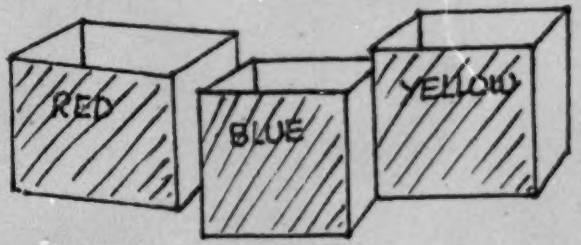
GOAL	CONCEPT
	C. To distinguish between major temperature differences (hot and cold)
IV. To discriminate between tastes	A. To identify sweet, sour, salty, and bitter through tasting
	B. To classify taste as pleasant and unpleasant
V. To discriminate between smells	A. To discriminate between pleasant and unpleasant odors
	B. To select common objects and their smell

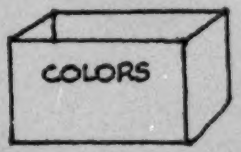


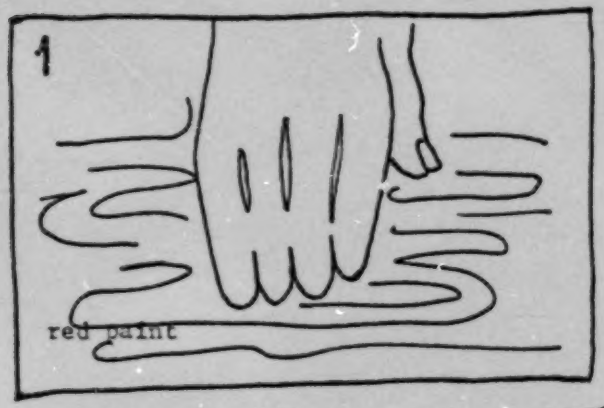


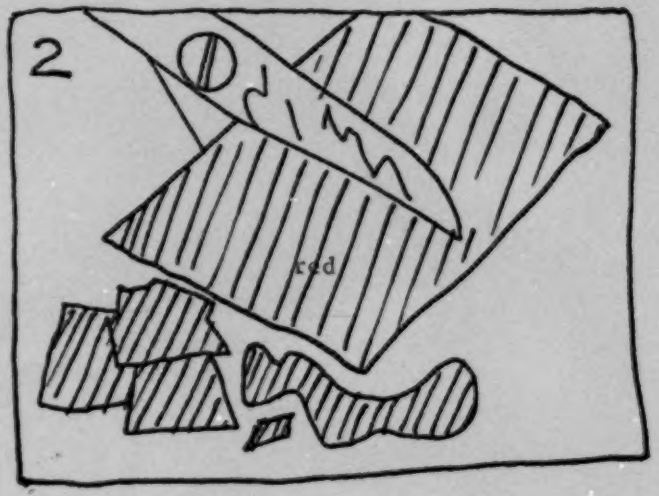


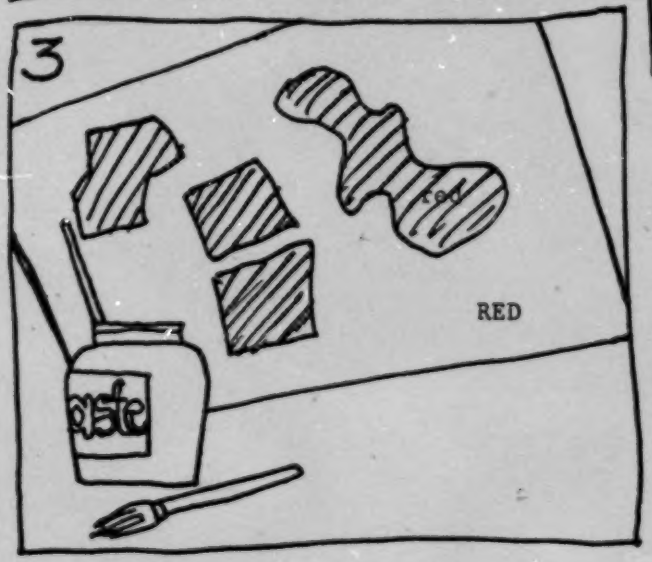
I.A.1.b.
Make three color charts with oak tag.
Paste color paper on the top and write the name of the color.
Paste one side of a wax paper bag and leave the opening on top.
Give each child three small boxes filled with squares of each color.
After task is learned give child one small box with all three colors mixed in.
The child will place the color squares in the right bag.



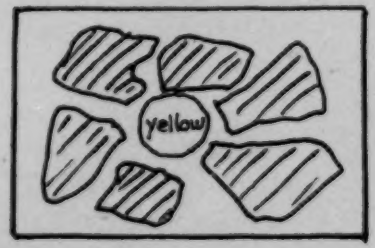


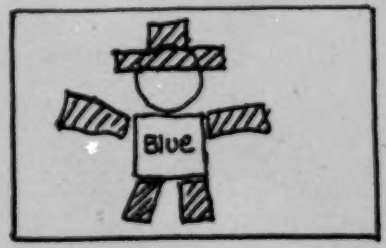


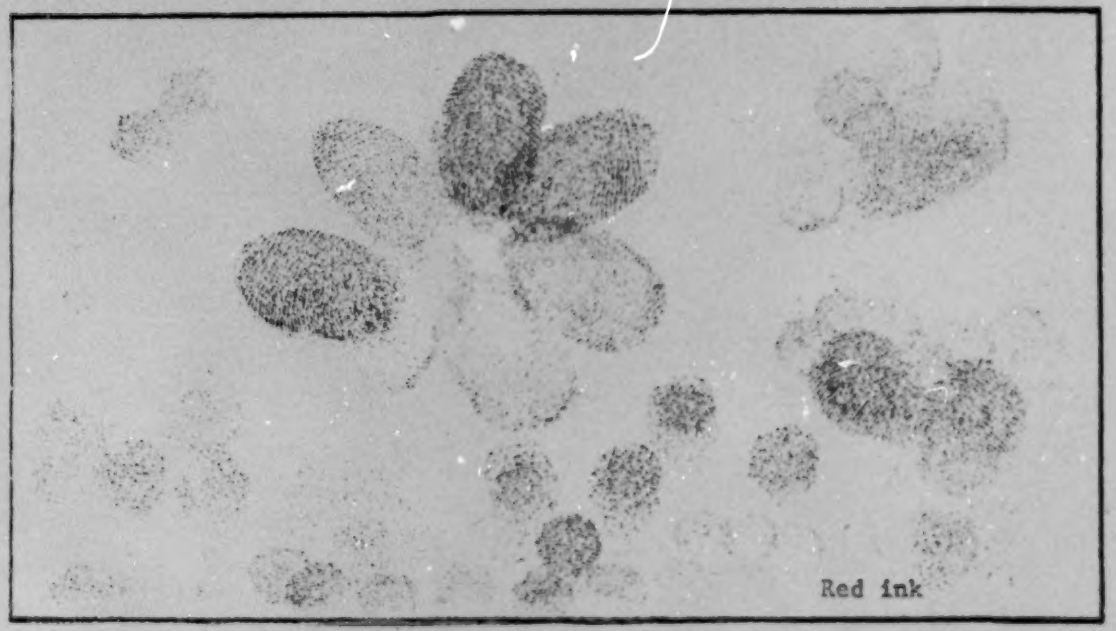


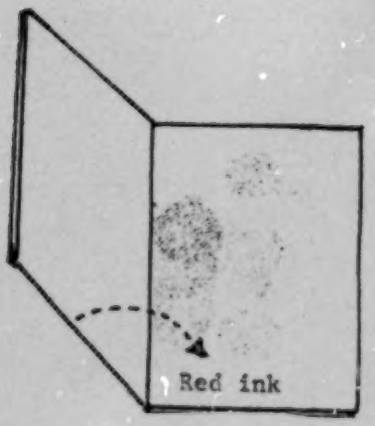


I.A.1.c.
On a large piece of paper the children will fingerpaint with a specific color.
When it dries they will cut out any shape they like and paste it on another large piece of white paper that will have either the name of the color written on top or a piece of paper that color pasted on top..
The children can also complete designs that are drawn on a paper (the petals of a red flower, the arms and legs of a man,his hat,the sky, etc.)









I.A.1.d.
Make finger prints using ink pads of the primary colors.
The children can also print with potato halves, beets, onions.
They can print with little pieces of sponge dipped in paint. The children could also print on one side of a folded paper and rub them together to get a picture.
The children can print with one color on white paper, cut it out, and paste it on a piece of paper of the same color.
Later they can print with the three colors on opposite color paper and paste it on a third: (print with yellow on blue and paste it on red, print with red on yellow and paste it on blue.)

h. Teach the children the song, "Frosty Weather." Each child will have one of the primary colors in his hand. When the teacher sings, "When the wind blows, the blues come together," all the children having blue squares go to the front of the room. The song continues until all the colors are standing. The words: "Frosty weather/Windy weather/When the wind blows, the (color) come together."

2. To identify the 3 basic colors

a. Identify the three basic colors from a teacher-prepared pictionary (large pictures such as bananas, apples, the ocean).

b. Play games such as Looking for an Object with a given color, and guessing games, such as "What color is this?" or "What color is a pineapple?"

c. Have the children cut out pictures representing the three primary colors from magazines. On Monday, find only red pictures, on Tuesday blue, etc.

d. Have a color chart with cut-outs or shapes. This is useful for teaching or presenting the colors. The children can match colors, tell differences, etc.

e. Make necklaces, bracelets, etc. by painting macaroni shells and pasting them on something or stringing them into beads.

3. To distinguish between the 3 basic colors

a. Show a series of objects to the children. Have them call out those objects which are yellow, blue or red.

b. Make cards with drawings of simple objects representing the primary colors. Pass them out. The teacher will ask for the red ball, yellow pencil, etc.

c. Group toys, paper, etc. by color.

d. Pick out by name the color that does not belong in a sequence of four objects (3 blue cars, one yellow one).

e. Have children "cook" bread, pizza, etc. using homemade clay (see recipe). Have them add different food coloring so they can simulate the color of the food.

f. Trace the children's silhouettes by using an overhead projector and colored paper. These may be displayed in the classroom; children have fun looking for who's blue, red or yellow.

I.A.2.d.
Mount three large pieces of construction paper - red, blue and yellow - on a large board. Make oak tag pockets across the construction paper. Make a larger pocket across the bottom of the board. Cut pictures and make cards from magazines, workbooks, colored paper, in different shapes and sizes. The children will place the cards according to the color in the chart. The children can bring pictures from home and make their own cards.

g. Play "Simon Says." Each child will have a color (red, blue or yellow). The teacher says, "Blues stand up", etc.

B. Shape

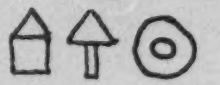
1. To recognize the 4 basic shapes (circle, square, triangle, rectangle)

a. Present the shapes one at a time using "real" or pictures objects (a round clock, a round table, a round face, etc.). Have the children trace over the shape with their hands.

b. Have the children trace the shapes on another child's back.

c. Trace and cut out the shapes in different sizes.

d. Cut shapes from magazines and make a collage with each shape.

e. Make simple pictures using shapes: 

f. Play"Button, Button" using shapes. One child is given a small shape to hide in his hand. The child who is "it" has to guess who has the shape.

g. Have the children try making the shapes with their bodies. (Hands overhead to form triangle; arms extended in front, another child touching hands to form a rectangle, etc.)

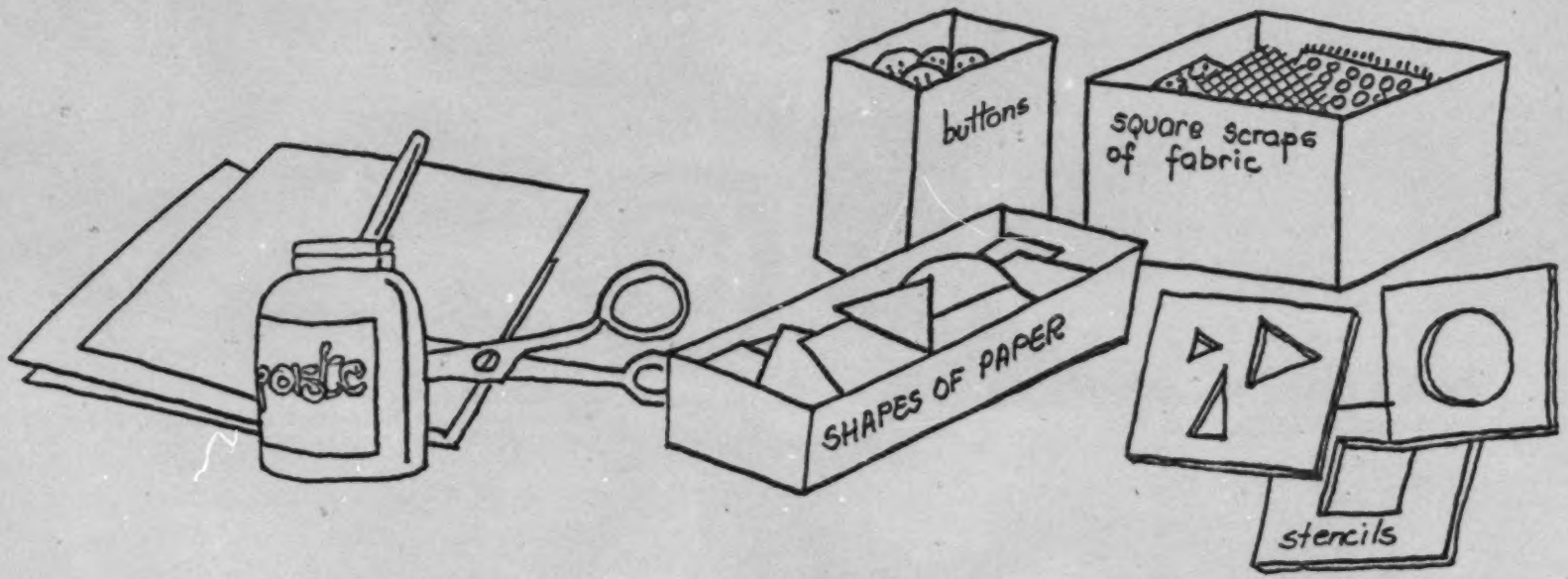
h. Paste shapes on the front and back of grocery bags and have the children wear these over their heads so they can "be" the shape.

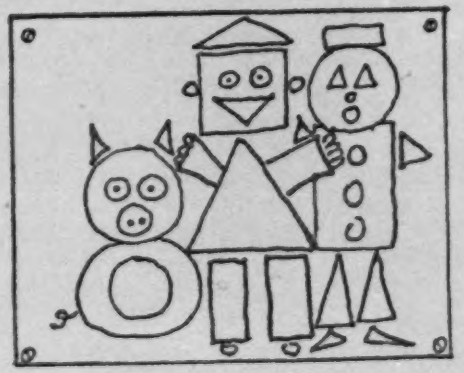
i. Make simple, three-piece puzzles of shapes. When the child completes the puzzle, he names the shape.

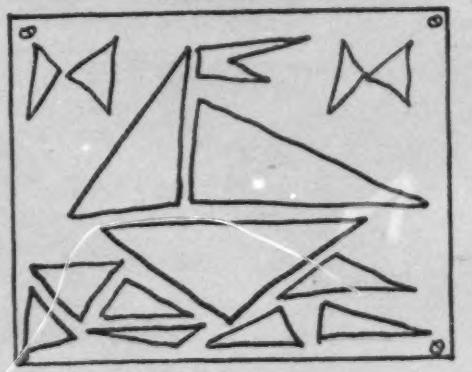
2. To identify the 4 basic shapes

a. Draw big shapes on the floor. Have the children step on them, and identify the shape where a certain child is standing: "(Name) is standing on the (shape)."

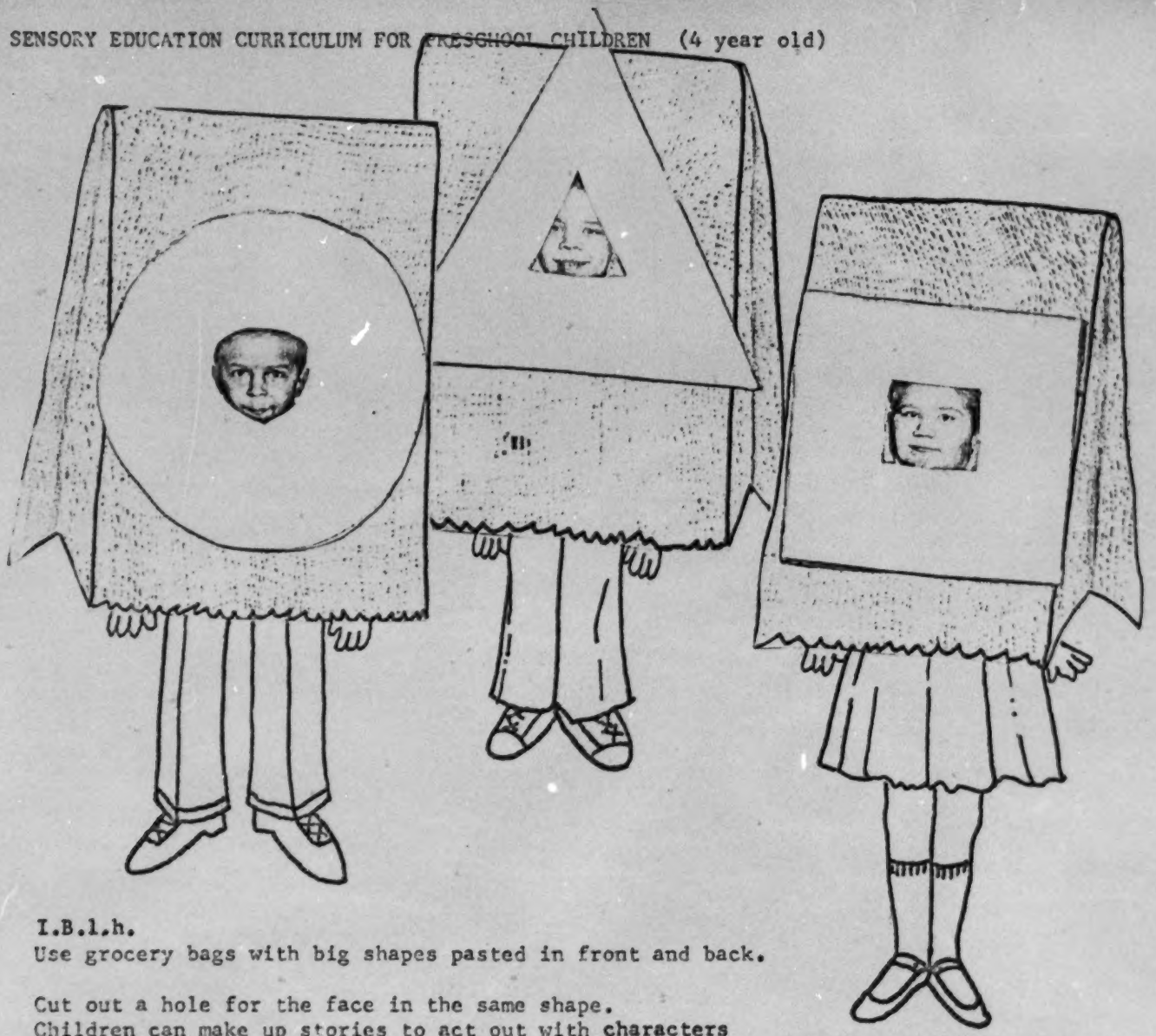
b. Lead the children to do other things: "Sit on the triangle," "Hop over the square."







I.B.1.c. -- I.B.2.c.
Collect as many shapes as you can find and separate them in boxes. Find interesting textures, colors and patterns. Give the child oak tag or other heavy weight paper and good paste. The children should experiment with many pictures in different backgrounds and colors. Motivate with a story if necessary.



I.B.1.h.
Use grocery bags with big shapes pasted in front and back.

Cut out a hole for the face in the same shape.
Children can make up stories to act out with characters that have the name of the shapes: Mr.John Circle likes cake; el señor Juan Círculo come bizcocho y le convida a la señora Ramona Cuadrado con un pedazo en un plato cuadrado,etc...

c. Draw pictures on 12" x 19" oaktag. Tell the children to point to the square, triangle, circle, or rectangle. These pictures will incorporate all the shapes. For example:

A winter picture --

d. Play games, such as:
-- Who can jump the most squares? (Shapes spread on floor, several of each shape.)
-- Throw a bean bag at the shape the teacher calls out.
-- Who can jump to the most shapes? (may be combined with colors)
"Jump to the red triangle"
"Jump to the blue circle"
"Jump to the yellow square"

3. To distinguish between the 4 basic shapes

a. Using the flags of Puerto Rico and the United States the children are to distinguish between the shapes found in each flag.

b. Make a series of pictures in which different shapes can be interchanged within the picture.

C. To develop the concept of size

1. To distinguish bulk (small, medium, large)

a. Separate a group of boxes into separate groups of small, medium and large.

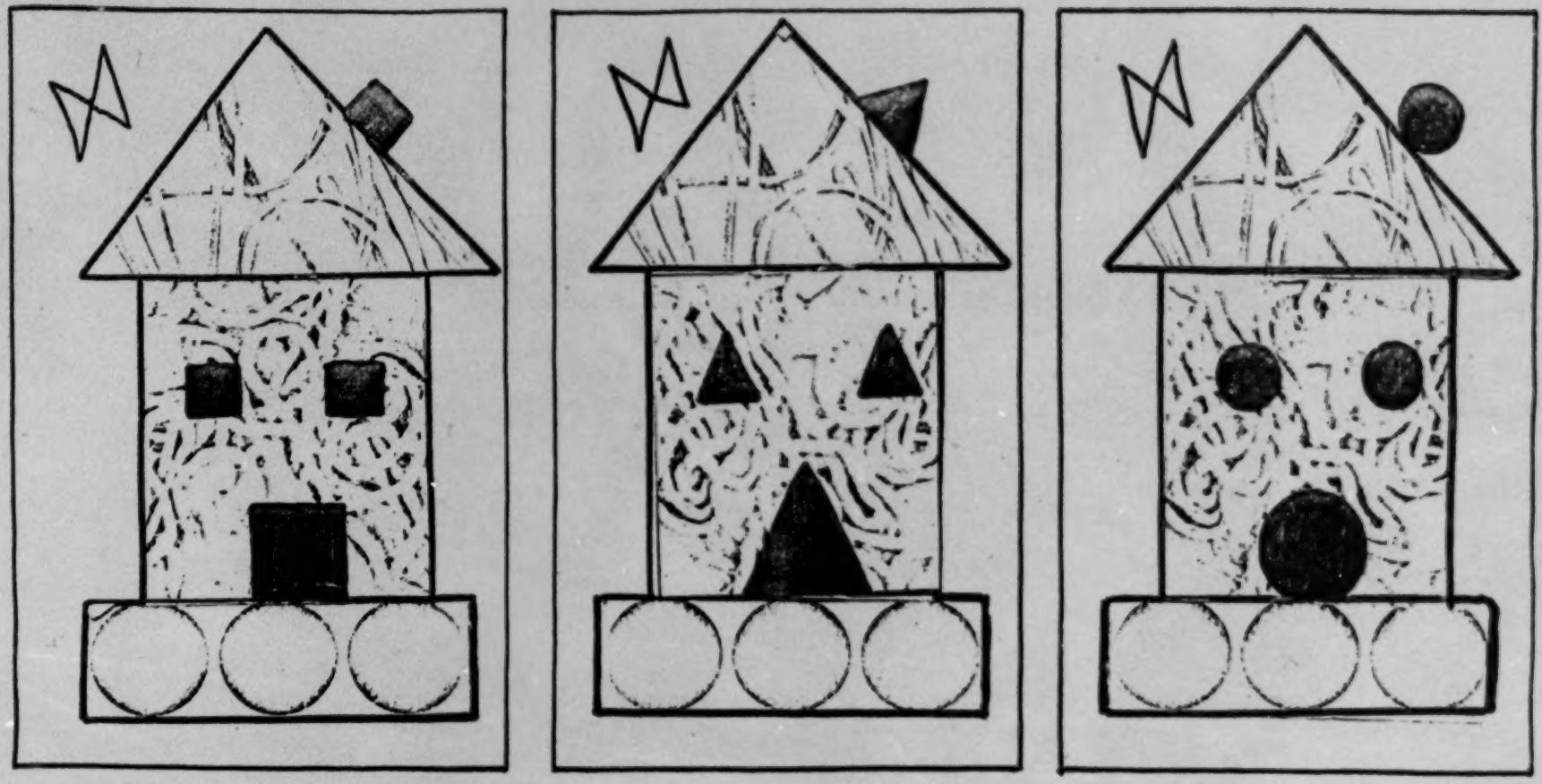
b. Read the story of "The Three Bears" and have the children point out which furniture belongs to the baby bear, momma bear, and daddy bear, according to size.

c. Have children dress different size dolls and teddy bears deciding which size clothing to use and why.

2. To distinguish height (tall, short)

a. Show children pictures of different objects having them say which objects are tall and which are short.

b. Have children walk around their school building, pointing out which objects are tall and which are short.

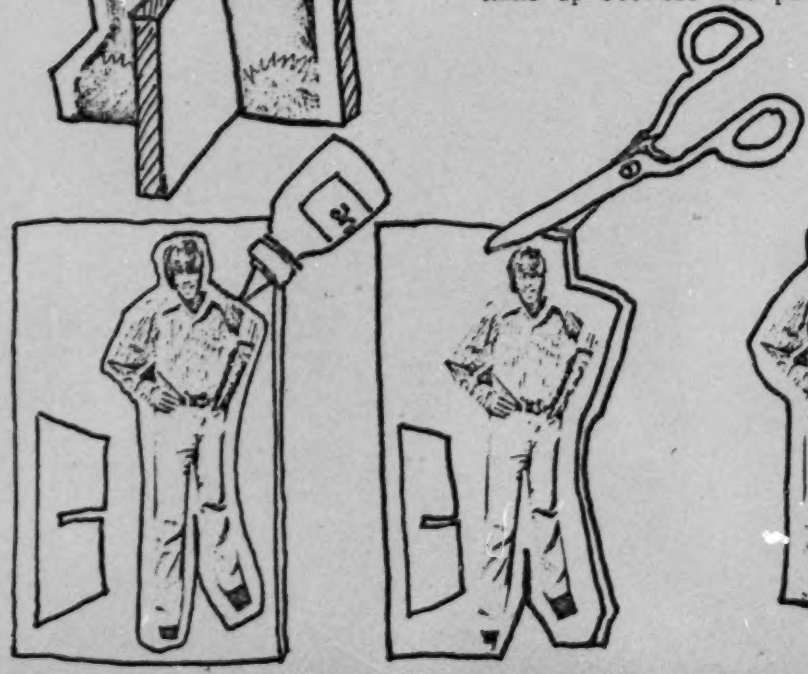


I.B.3.b.

Make a series of pictures in which different shapes can be interchanged to make a new picture.
On small pieces of oak tag draw or paste the same picture several times. (A series of five gives the child a good exercise.) In each make just one small change and ask the child to recognize it. (A group of children can play if you provide a larger set of cards)

I.C.1.c.

Look for pictures of things and objects in old magazines, catalogs, workbooks,etc.
Find pictures of different sizes.
Cut the pictures out. **You don't have to** follow the contour perfectly.
Paste the cut out on thin cardboard, (from shirts,shoe boxes,etc.).
When glue dries,cut the figure again.
Use the cardboard leftovers to make the triangular stands and cut a slit in the middle of these and in the middle of the figure's bottom.
Fit both slits **together.**
Make enough figures to be able to have big, **medium and small figures.**
Make up stories and plays.



3. To distinguish length (long, short)

a. Give the children papers with lines of different length and strips of paper corresponding to these lengths. Have the children paste the appropriate strips on the line of the same length.

b. Give children a set of objects (straws, noodles, spaghetti, yarn, etc.) and have them pick out objects from the group that are long and short.

II. To develop auditory discrimination

A. To distinguish between:

1. Soft and Loud

a. Use noisemaking objects (bell, whistle, rattle, hammer, horn, tearing of paper, rubbing sandpaper). Give an example of the sound of each and have the children distinguish which are loud and which are soft.

2. Noise and Sound

a. Make a recording of music (classical music) and loud noises (traffic or hammering). Explain difference between sound and noise and have children give examples of both.

b. Bring objects and instruments which produce sounds and noises to class. Let the children experiment with them, to decide if they produce a sound or a noise.

3. Location of Sound and Noise

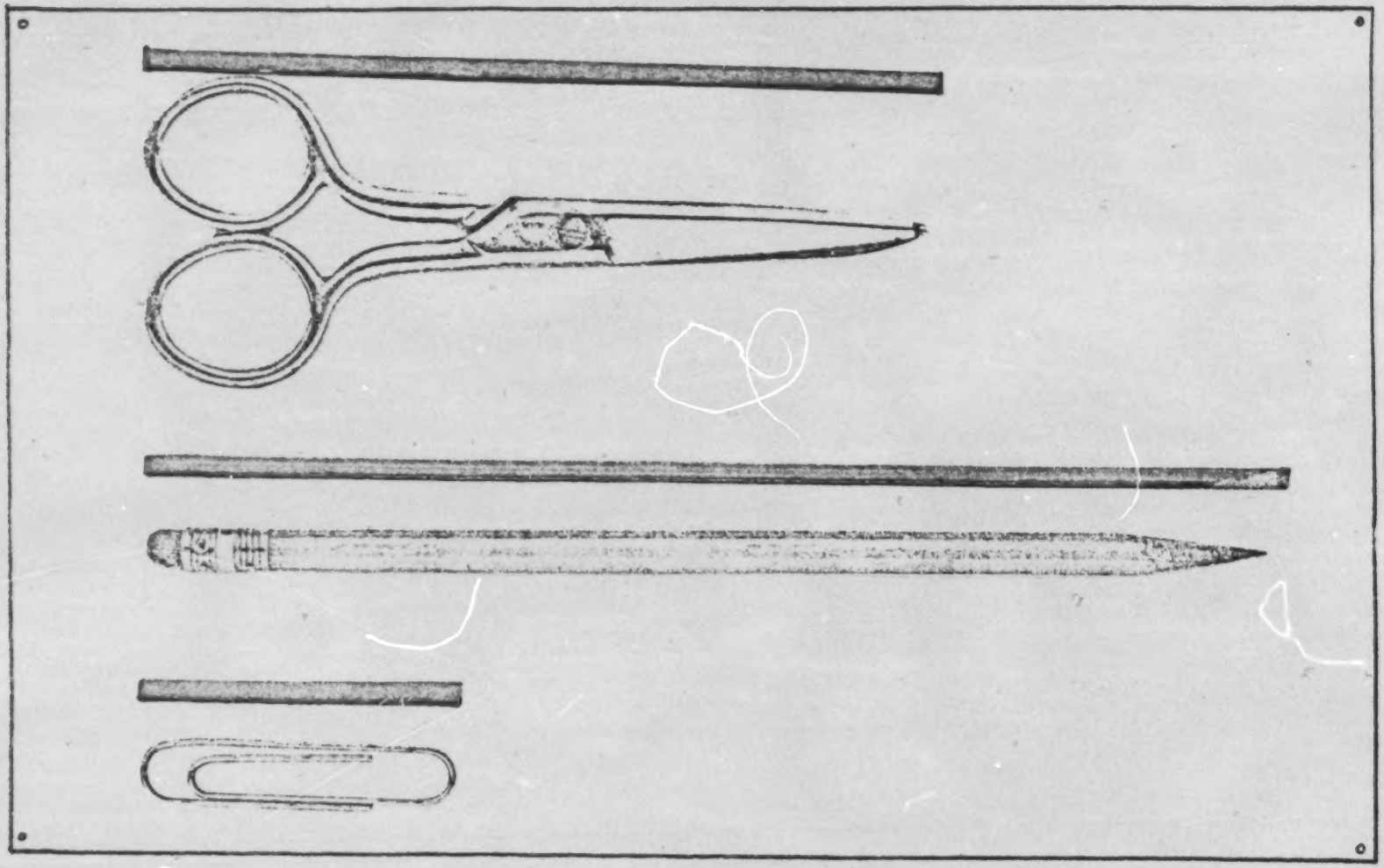
a. Have children close their eyes. Teacher moves around room making noises with different objects. Have children try to point in the direction of the noise.

b. Have children close their eyes. The teacher will talk about noises that are coming from inside the classroom or outside. The children can imitate the noises coming from inside and out.

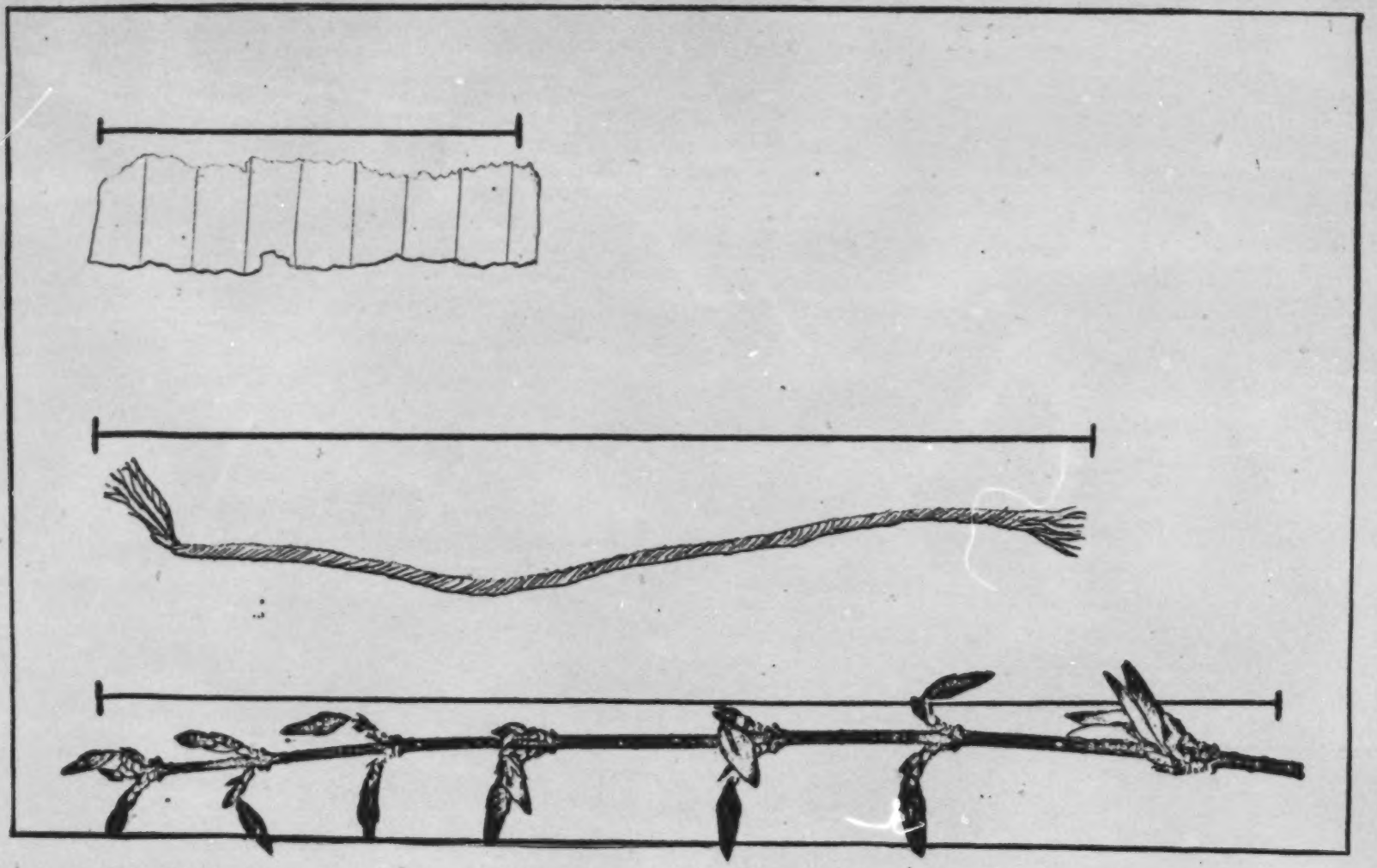
B. To identify objects through sound

1. By association

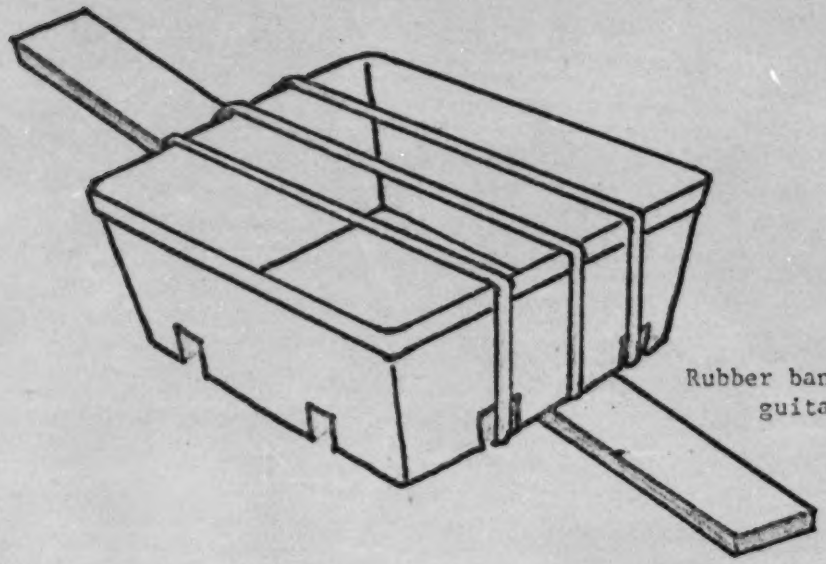
a. Have the children associate sounds and noises found in the class, showing or pointing to the object that produces it.



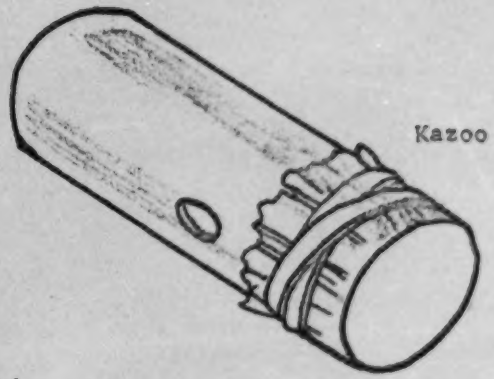
I.C. 3.a.b.
Give the children large pieces of white paper with lines of different lengths on it.
Ask them to find objects that will fit in those lengths.



I.C.3.a.b.
Give the children large pieces of white paper and draw lines of different lengths.
Give them a box with paper strips, string, yarn, sticks, fabric, etc.
Ask them to match the lengths on the paper.



Rubber band guitar



Kazoo

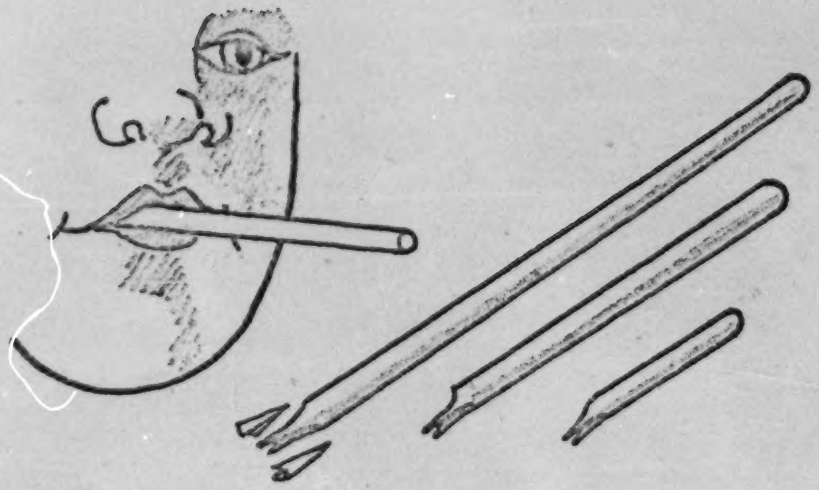
II.A.2.b.

MUSICAL INSTRUMENTS the children can make.

Rubber band guitar:Wrap around a little box from the grocery store a couple rubber bands.
Glue to the bottom of the box a stick or heavy cardboard and play it.

KAZOO:Look for a paper tube any size.
Tear a piece of wax paper a few inches larger than the tube's opening.
Make sure it is very smooth and tight across the opening and tie it with several rubber bands.
At the same end of the tube about one inch from the opening,punch a hole with a pencil.
Hold the other end around the outside of your mouth and Hum.....or DO..do-do-doodle-oodle-do.

STAW HORNS:Flatten out about 1 inch of the end of a drinking straw.
With scissors trim this end in the shape of a "V" (as shown).
Put this end into your mouth,just behind your lips and blow hard.
The length of the "V" will determine the pitch and the length of the straw will change the sound.



Straw horns

b. Play guessing games as to what the children hear (sound or noise) and associate object and location (far or near).

c. Play a listening game. Use noisemaking objects (bell, rattle, whistle, hammer, horn, etc.) First, identify all the objects with the children and demonstrate their sounds. Have the children close their eyes and together identify the noises produced by the known objects. Then, have only one child close his eyes and another child choose the object to make the noise. The rest of the class will act as jury to state whether individual child is correct in identification.

d. Blindfold the children and have them try to repeat the sound they hear. For example:
-- Teacher will clap three times. Children repeat.
-- Children choose an object which makes a sound or noise and try to reproduce it.

e. A child will hide with a little toy animal which produces a sound. The other children will guess what animal is making that sound.

2. By discrimination

a. Using a tape recorder and microphone, tape some common sounds of activity:
-- In the kitchen: frying food, stacking dishes, chopping food, boiling water, pouring water, cracking eggs.
-- In the bathroom: running water, brushing teeth, flushing toilet.
The children must discriminate in which room of the house the noise occurs.

C. To follow direction of sounds

a. Play follow the sound outside. Blindfold children and have them try to follow the teacher or another student carrying a noise-maker. Or tell each child to make sounds of different animals. Have them form a circle with one blindfolded child in the middle. Tell the blindfolded child to "get the cat" or get "the cow," etc.

b. Stand in back of or to one side of child. Have him close his eyes. Make a noise. Ask him to point and tell you where the noise came from.

III. To develop tactile perceptions

A. To recognize textures (hard, soft, rough, smooth, sticky, etc.)

a. Collect as many examples of textures to be taught as possible:

soft: cotton, animal fur, hair, feathers, jello, wool, pudding
hard: wood, brick, stones, nuts
sticky: glue, candy
rough: sandpaper, steel wool

Mount each example on a large piece of oak tag.

b. Make a "Feeling Box" using the soft, hard, sticky, and rough textured materials.

c. Blindfold the children and have them recognize the different textures by feeling.

d. Play a riddle game with animals or objects. First, do all soft things, then hard things, etc. For example: "I am an animal. Some people have me for a pet. I hop. My fur is soft. What am I?"

B. To distinguish between textures

a. Visit a farm and look at the animals to distinguish which animals have soft or rough fur textures.

b. Put two or three objects of different textures on display. Ask the children to pick the object which is soft, hard, etc.

C. To distinguish between major temperature differences (hot and cold)

a. Have children place their hands in water of different temperatures and decide which is warm and which is cold.

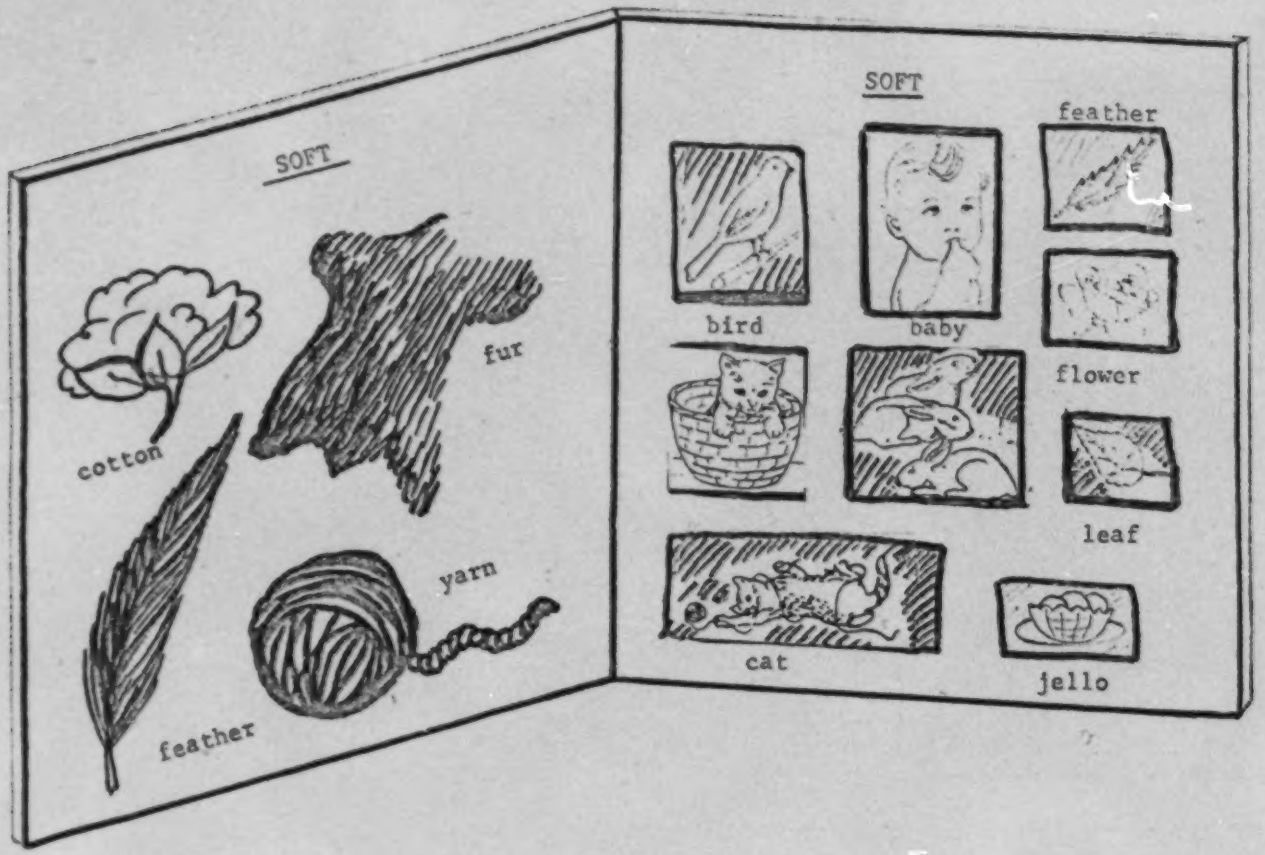
IV. To discriminate between tastes

A. To identify sweet, sour, salty, and bitter through tasting

a. Display examples of each taste:

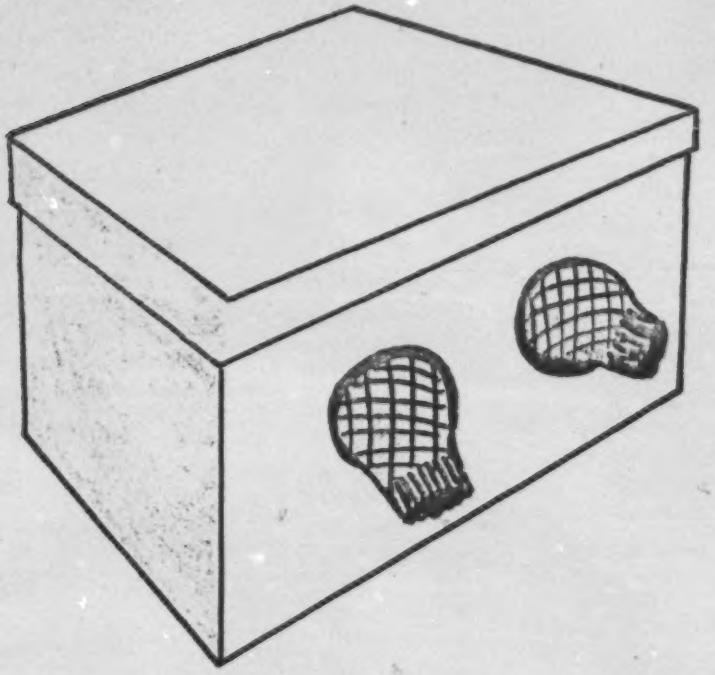
sweet: fruit juice, cupcake, candy
sour: sour candy, lemons, olives, grapefruit juice.
salty: peanuts, saltines

Make the discrimination between flavors.
Identify the flavors in food.



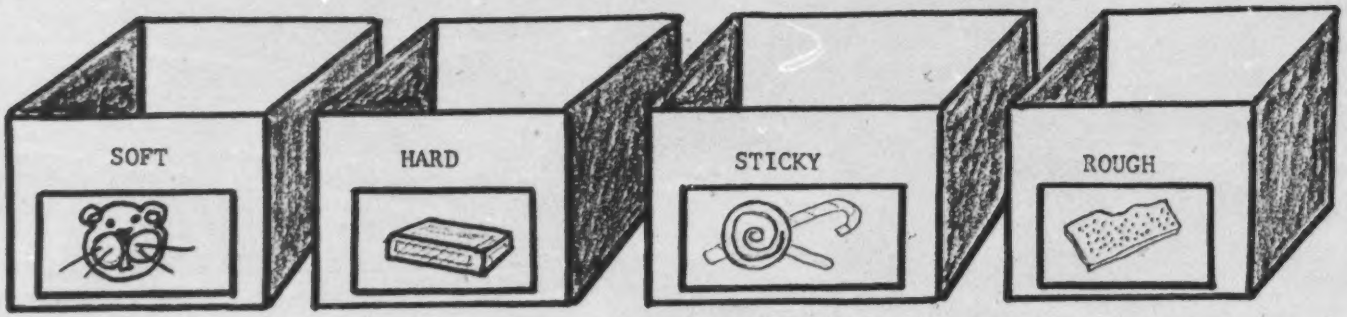
III.A. a.

Divide a large piece of oak tag or other heavy cardboard in half.
In one section paste real objects and in the other section paste pictures with objects of the same texture.



III.A.b.c.

Use old shoe boxes, ice cream cartons, hat boxes etc, to make this simple "Feeling Box."
Use old socks, shirt's sleeves and sweater sleeves to cover the openings and make the "touching more mysterious."
Fill the container with all sorts of things that have different textures.
The children will "feel","touch" and "describe it".
Show the contents of the box only after the child has felt it.
Make some cards or a chart with pictures of all the things you put in the box.
As the children "feel" something they will point to what they think it is .



III.B.b.

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Collect all sorts of objects in the categories of sticky, rough, soft, and hard.
On the same table put four boxes in which a picture is pasted to the front as an example for these categories.
Have children separate the objects in to the right boxes.

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B. To classify taste as pleasant or unpleasant

a. Blindfold the children. Have them taste various foods and tell whether they taste pleasant or unpleasant.

b. Draw pictures of foods which taste pleasant and unpleasant.

c. Make dittos showing all sweet things, sour things, and salty things.

d. Make dittos showing all sweet things and one sour. Have the children mark all those that are sweet. Do this with sour, salty, and bitter.

V. To discriminate between smells

A. To discriminate between pleasant and unpleasant odors

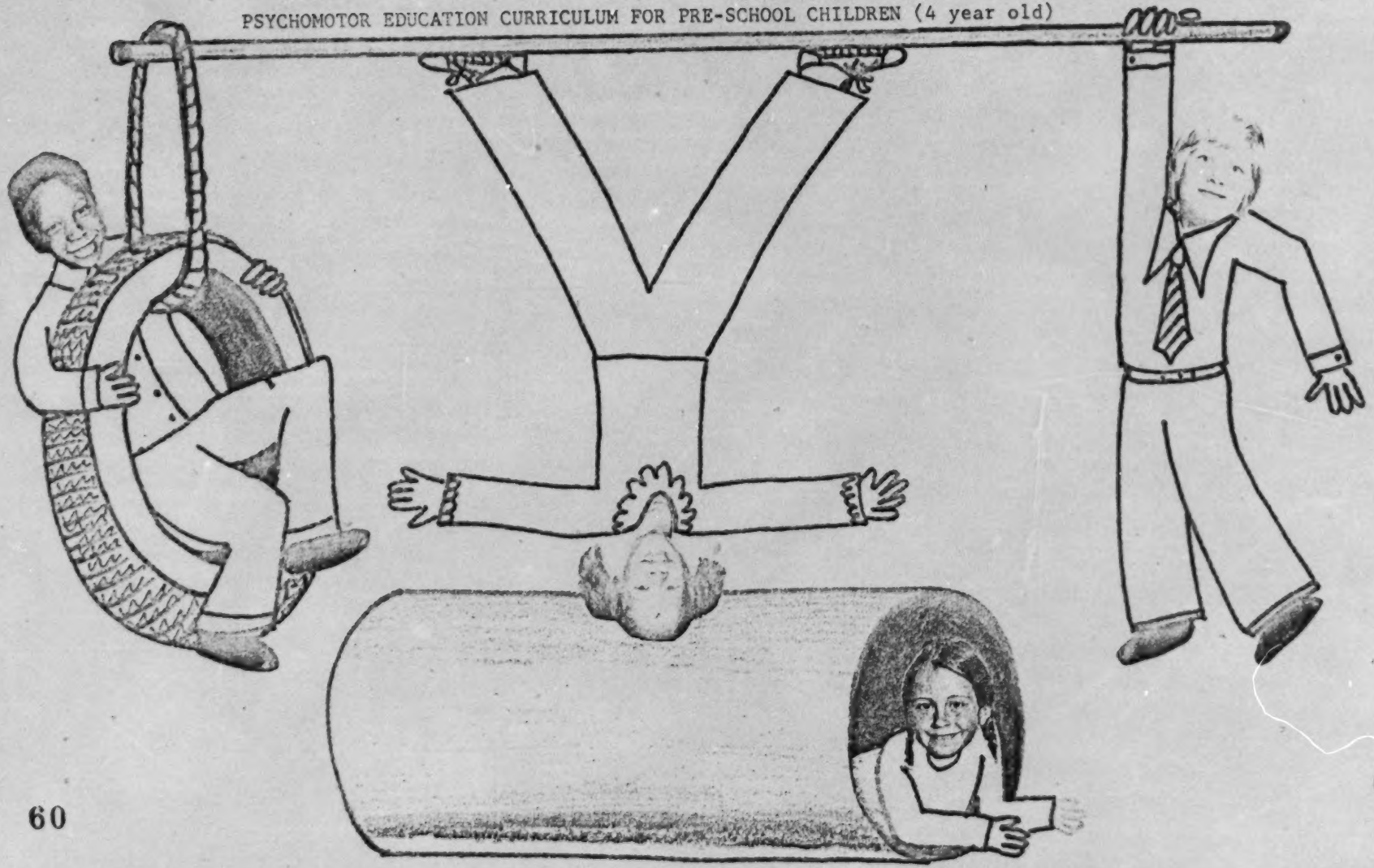
a. Have children smell different objects with distinct odors (cheese, ammonia, perfume, alcohol, etc.) and decide which of these are pleasant and which unpleasant.

b. Using each one of these objects with different smells, have the children divide into two groups of those who like the smell and those who do not.

B. To select common objects from their smell

a. Blindfold children and have them smell different common objects which can be distinguished by their odor (onion, cheese, shaving cream, baby powder, etc.) Have the children decide what objects they are smelling.

b. Have bottles with different shapes and different smells. Put pictures of the bottles and the objects they smell like on a sheet. Have the children match the bottle to the object.



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PSYCHOMOTOR EDUCATION CURRICULUM FOR PRE-SCHOOL CHILDREN

(FOUR-YEAR OLD CHILDREN)

GOAL	CONCEPT
I. To develop appropriate eye-hand coordination	A. To coordinate eye-hand movement in the manipulation of different materials and objects
	B. To develop and prepare the child in the use of different materials and tools such as crayons, brushes, pencils and scissors
	C. To develop the ability to translate directions into the creation of products requiring the use of different materials
	D. To introduce the child to different techniques such as collage and parketry
	E. To develop the skill to move each finger individually
II. To develop general motor coordination	A. Walking 1. Walking without obstacles, following different patterns 2. Walking avoiding obstacles 3. Characterizing different walks
	B. Relaxation
	C. Marching 1. Marching without established patterns 2. Marching following different patterns 3. Marching in two different paces 4. Marching following different rhythms and executing different actions
	D. Jumping E. Hopping F. Games

ACTIVITIES FOR

PSYCHO-MOTOR EDUCATION CURRICULUM FOR PRE-SCHOOL CHILDREN

(FOUR-YEAR OLD CHILDREN)

I. To develop appropriate eye-hand coordination

A. To coordinate eye-hand movement in the manipulation of different materials and objects

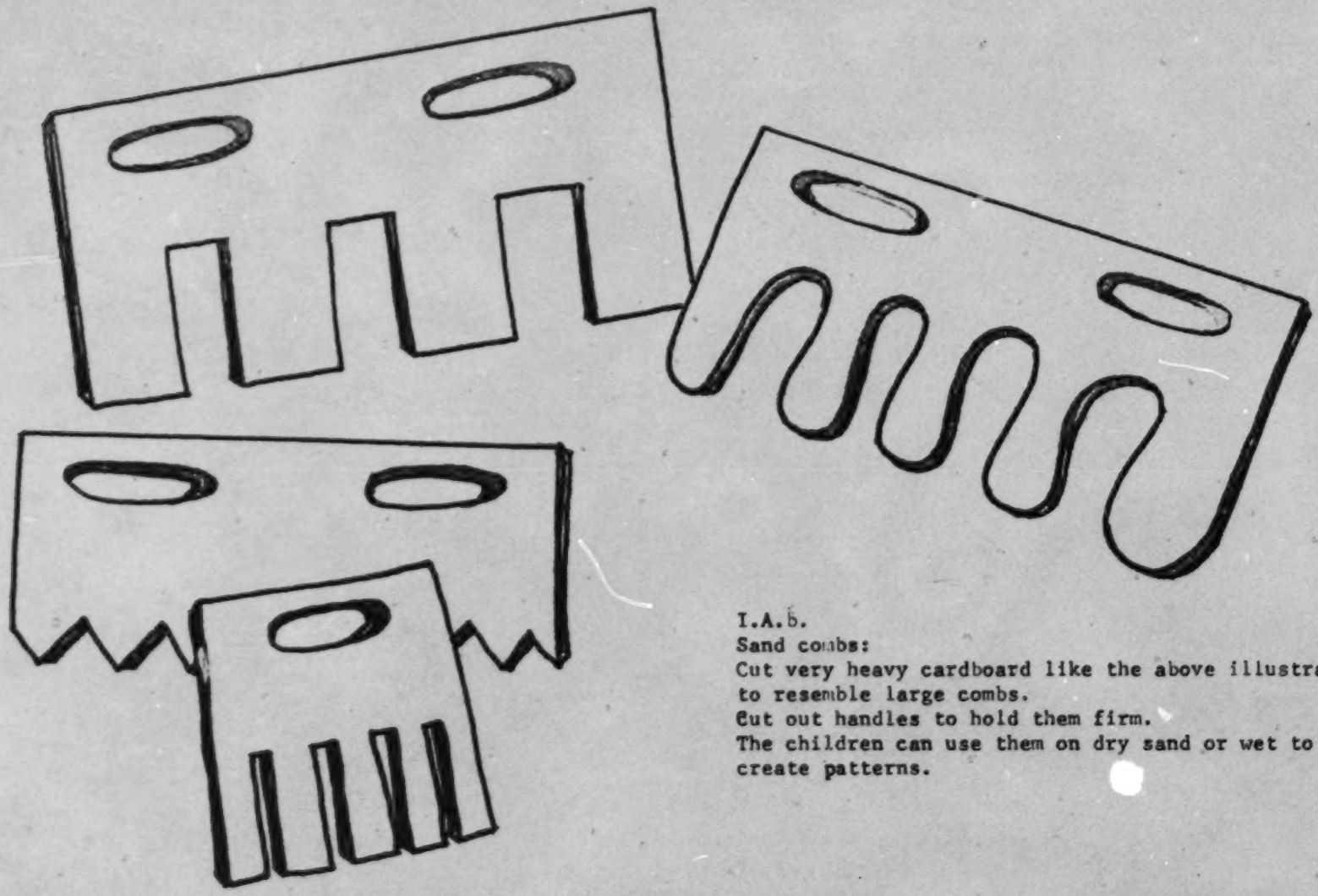
a. Play with clay or terracotta.
b. Play with sand.
c. Open and close jars of different sizes.
d. Wind string.
e. Wrap and unwrap packages.
f. Do construction with blocks of different shapes and sizes.
g. Do finger painting (with or without music).

B. To develop and prepare the child in the use of different materials and tools such as crayons, brushes, pencils and scissors

a. Prepare a free discovery art corner. In this corner materials will be given to the children in a given sequence. For example, crayons first, brushes and paints second, primary fat beginning pencils third, chalk fourth, scissors fifth. The children should be allowed the free discovery of the use of these materials.
b. Have the children make circles in the air with their fingers, with a foot, with their elbow. Then have the children make circles with the different tools - crayons, chalk, pencils, brushes, scissors.

C. To develop the ability to translate directions into the creation of products requiring the use of different materials

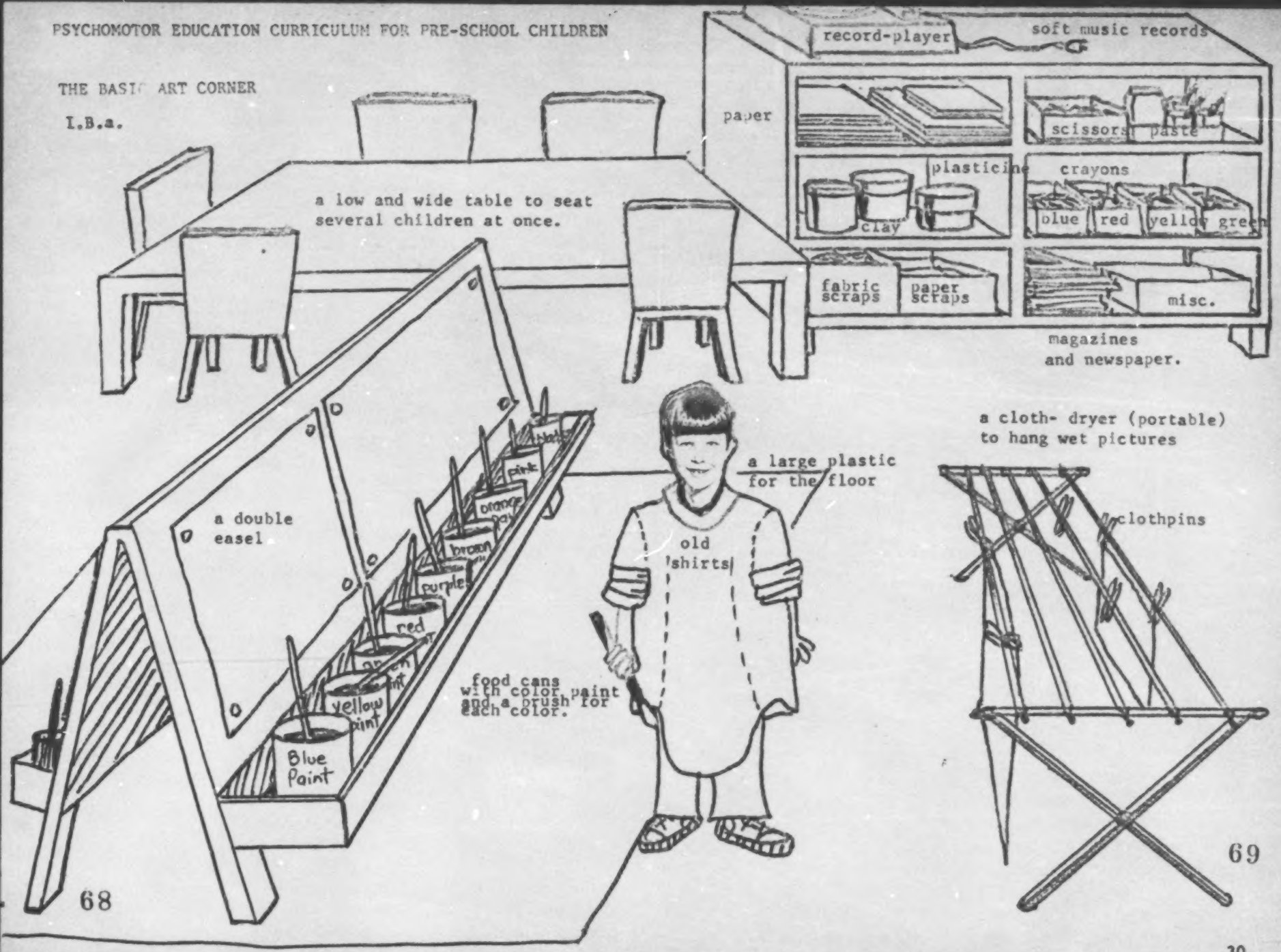
a. Read a story about something round - a pond, fence, corral, etc. Have the children draw a closed curve to represent this object.
b. Draw a vertical line on paper with a primary pencil or crayon.
c. Have the children trace and color figures using simple patterns.
d. Narrate a story and have the children draw or paint their own interpretations.



I.A.b.
Sand combs:
Cut very heavy cardboard like the above illustrations to resemble large combs.
Cut out handles to hold them firm.
The children can use them on dry sand or wet to create patterns.

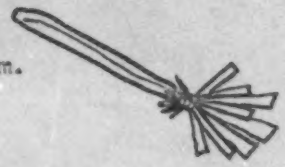
THE BASIC ART CORNER

I.B.a.



e. Make brooms: After listening to a narration of a story about a broom, the children will draw their own vertical lines. Then, using scissors, the children will cut through these lines as instructed.

Roll the paper on a stick for the broom.



f. Make a rug: After narration of a story about a rug and following the teacher's model, the children will make vertical lines at the two opposite sides of a rectangular paper. Cut these lines with scissors. Decorate the rug.
g. Trace, color and cut figures using simple patterns. Paste them on a piece of paper.
h. Cut pictures from a magazine. Paste them on a piece of paper.
i. Have children cut straight following an imaginary line.

D. To introduce the child to different techniques such as collage and parketry

a. Have the children make parketry. Give them strips of paper so they can cut small squares from the strips. They can paste the squares on a piece of paper covering the surface or following lines.
b. Have the children make a collage. They should tear up pieces of paper of different colors. The children can draw a picture pattern and then paste the pieces on the pattern. After this exercise the children can make collages using other materials - cloth, leaves, feathers, shells.
c. Combine in the same art project the different techniques - coloring, paints, folding and pasting, collage, parketry.

E. To develop the skill to move each finger individually

a. La Hormiguita

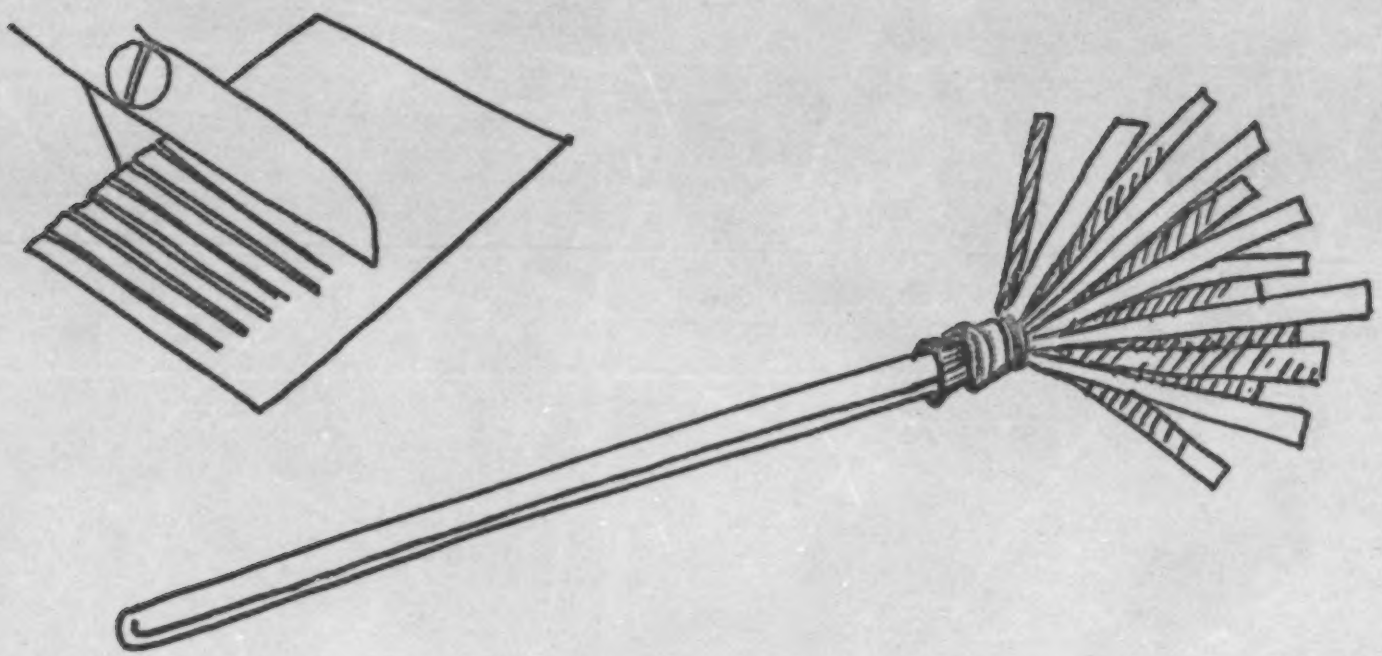
Andaba la hormiguita — Run fingers up and down
juntando su comidita; — the arm, ending in
la coge un aguacerito, — cupped hand.
que corre pa' su cuevita!
y se metió en su cuevita.

b. En la casa de éste y éste, — Hold up a finger for
convidan a éste y éste; — each "esté."
y dicen éste y éste!
"que si no vá éste con éste,
no irá éste sin éste."

c. La Araña Pirulina

La araña pirulina
por la pared se subió,
y mi tía Catalina
con la escoba la barrió.

Make climbing motion with fingers.
Make climbing motion with hands.



I.C.e.

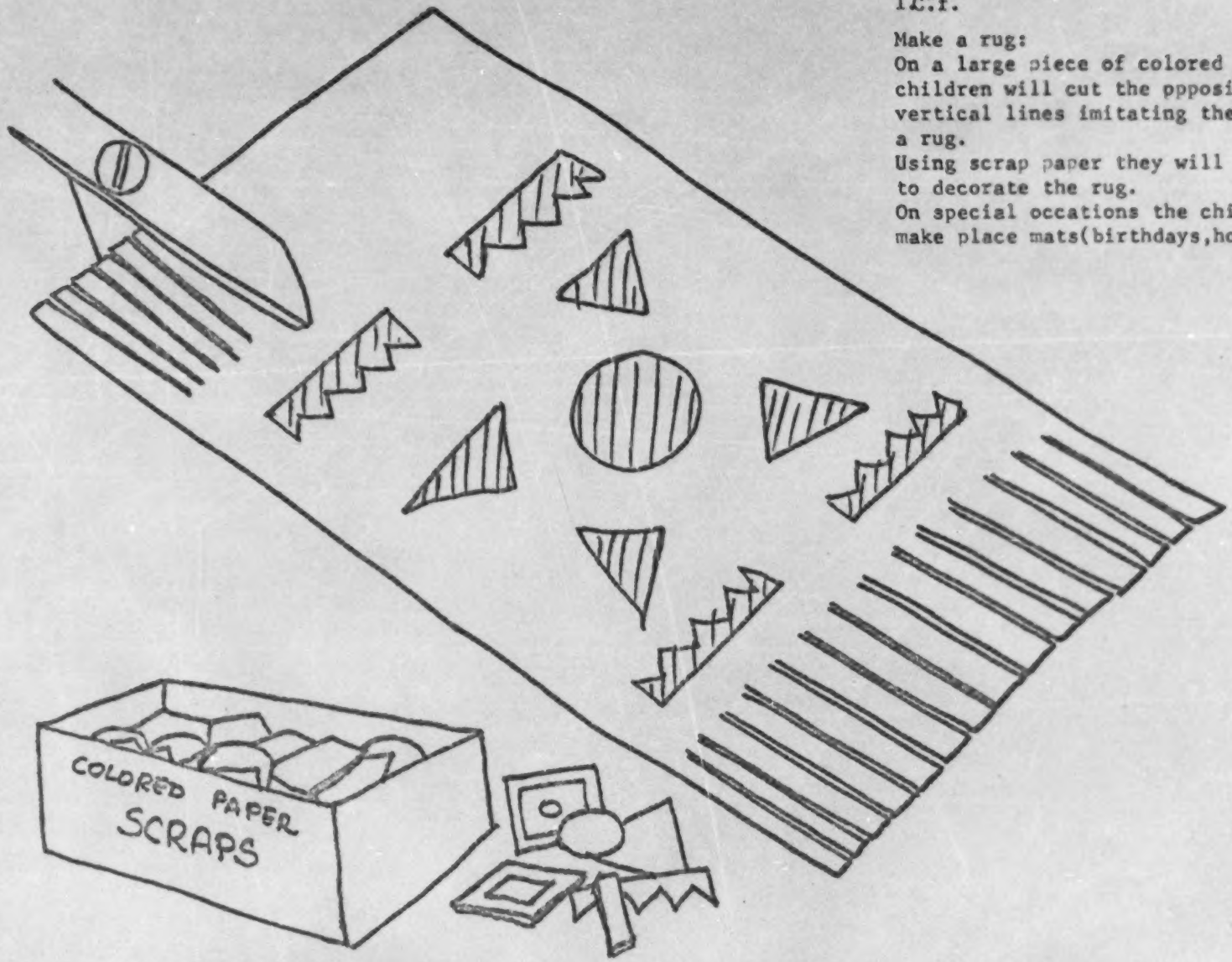
Make a broom:

Children will draw vertical lines on a large piece of paper.

They will cut thru these lines about half way in the paper .

The children can roll the paper on a stick or a heavy cardboard rolled tight.

Tape around the stick to hold firmly.



I.C.f.

Make a rug:
On a large piece of colored paper the children will cut the ppposite ends in vertical lines imitating the fringe of a rug.
Using scrap paper they will cut shapes to decorate the rug.
On special occations the children can make place mats(birthdays,holidays,etc.)

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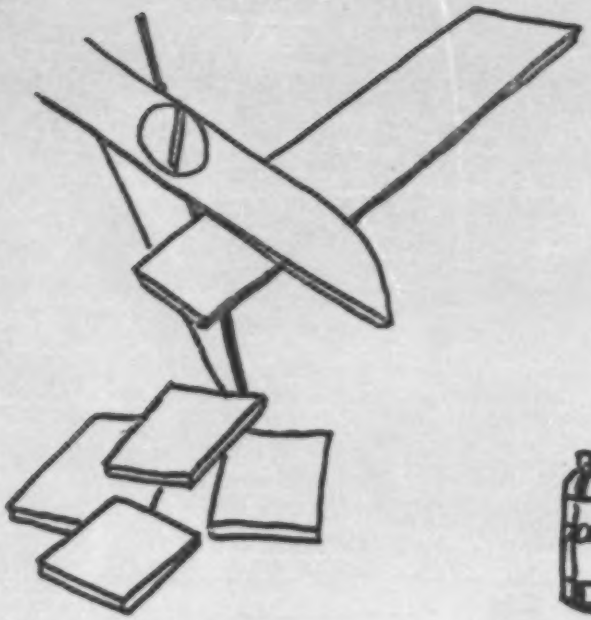

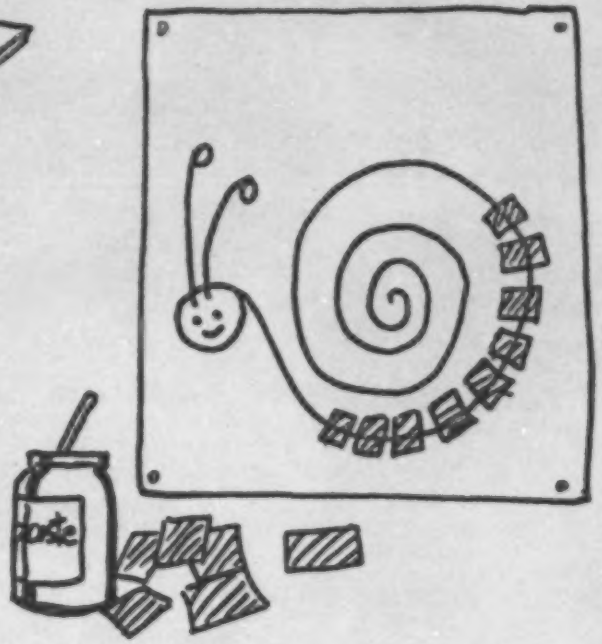

I.D.a.

Parketry:
Cut long strips of colored paper and ask the children to cut squares out of these.
Give the children specific patterns to follow starting with very simple ones.

As the children became familiar with the task they can make their own pictures and paste the squares to cover the whole surface.

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d. Los Cochinitos

Este compró un huevo	Little finger;
este encendió el fuego	ring finger;
este trajo la sál	middle finger;
este lo guisó	index finger;
y este pícaro gordo	thumb.
so lo comió!	

e. Tío Peña

Cuando me voy a la casa de	Make walking motion
Tío Peña	with fingers - wave.
con la mano le hago la seña.	

f. Mi Carita

Una boquita para comer,	Point to mouth,
una naricita para oler,	point to nose,
dos ojitos para ver,	point to eyes,
dos oídos para oir,	point to ears,
y la cabecita para dormir.	palms together, lean head against hand in sleeping position.

g. El Ratoncito

Por ahí viene un ratoncito	Make running motion
que le cayo un aguacerito,	with fingers up the arm,
y corriendo, corriendito	ending in the ear opening.
se metio en un agujerito.	

h. Palmas Para Aplaudir

Con la mano derecha,	Hold out right hand;
y la mano izquierda,	Hold out left hand;
se juntan las palmas para	Clap palms together;
aplaudir,	Loud, soft, softer.
fuerte, suave, suavecito.	

i. Este, Chiquito y Benito

Este, chiquito y bonito,	Little finger;
éste, el rey de los anillitos,	ring finger;
éste, tonto y loco,	middle finger;
éste, se marcha a la escuela,	index finger;
y éste se lo come todo.	thumb.

j. Re-Tin-Tin

Re-Tin-Tin	Open and shut hands several times. Hold up number of fingers child can count.
Cuandos dedos son?	

k. Minini Mininano

Este minini,	Little finger;
este anillado,	ring finger;
este espigado,	middle finger;
este mininano,	index finger;
y este se duerme	thumb.
todo el verano.	

II. To develop appropriate general motor coordination

A. Walking

1. Walking without obstacles, following different patterns

a. Transport a glass of water through a given path.
b. Walk a line of ten feet following a circle, square, triangle, spiral, straight line.
c. Walk line with an object on child's head.
d. Walk up and down steps.
e. Change suddenly the direction of the walk by a given sound.
f. Walk up and down steps with hand extended in different positions.
g. Walk up and down steps carrying objects.

2. Walking avoiding obstacles

a. Walk over objects in different places.
b. Move the furniture of the room, and walk avoiding the furniture.

3. Characterizing different walks

a. Walk imitating different animals.
b. Carry a glass of water.

B. Relaxation

a. "The Night Train" (play in a group): Children sit with their backs toward the wall; relax slowly like the passengers in a train.
b. "Raggedy Doll": Relax the arm, the wrist, the head, the body; let fall completely.

C. Marching

1. Marching without established patterns

a. Marching in random.

2. Marching following different patterns

a. Marching in triangles, circles, squares, spirals.

3. Marching in two different paces

a. Marching showing different expressions of feelings (happy, sad).
b. Marching in slow and fast pace.

4. Marching following different rhythms and executing different actions

a. Marching in rhythm and falling to the floor on a given sound.

D. Jumping

a. Jumping objects of different heights.
b. Jumping extended rope, graduating the height according to the child's height and his abilities.

E. Hopping

a. Hop, using both feet.
b. Hop, alternating feet.

F. Games

a. Running after and running towards someone.
b. Roll a ball, pushing it with a stick.
c. "Hide and Seek"
d. "Musical Chairs"
e. "Tag"

81 A

81B

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LANGUAGE AND NUMBER READINESS
CURRICULUM FOR PRE-SCHOOL
CHILDREN (4 year old)
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dos

LANGUAGE AND NUMBER READINESS CURRICULUM FOR PRE-SCHOOL CHILDREN

(FOUR-YEAR OLD CHILDREN)

GOAL	CONCEPT
I. To develop an expanded oral vocabulary related to the child's experiences	A. To understand spoken words which identify: 1. Colors 2. Shapes 3. Locations 4. Smells 5. Sizes B. To understand spoken words related to: 1. The child 2. The family 3. The classroom 4. Friends
II. To understand sequential patterns through oral expression	A. To understand the sequence of activities in given situations (stories, games, etc.) B. To be able to follow directions in sequence
III. To comprehend situations presented orally	A. To understand details in given situations
IV. To develop the concept of "adding to" and "subtracting from"	A. To develop the concept of more or less B. To develop the concept of add and subtract
V. To develop the concept of quantity	A. To count to ten B. To be able to count objects C. To develop the concept of amount

ACTIVITIES FOR

LANGUAGE AND NUMBER READINESS CURRICULUM FOR PRE-SCHOOL CHILDREN

(FOUR-YEAR OLD CHILDREN)

I. To develop an expanded oral vocabulary related to the child's experiences

A. To understand spoken words which identify colors, shapes, locations, smells, and sizes

1. Colors

a. Make charts in the form of houses. Cut out a door in each house and place a paper of a particular color inside the door. The houses will have pockets. Make cards of different shapes and colors. The shapes could be squares, circles, triangles, rectangles, outlines of furniture, people or animals. The children can place the cards of the same color in the pockets. This should be an oral activity in which the children describe what they are doing or make up stories about it. They could say, "This is a red chair. I put it in the red house." The children could collect pictures to paste on the houses. They could then be asked "What is this?" and encouraged to discuss why it belongs with a particular house.

2. Shapes

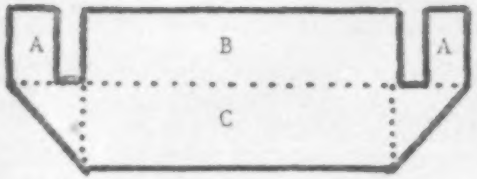
a. This activity would be the same as the one for color except that the windows will open and have the different shapes inside. For this activity the children will place on the house cards with pictures that have the appropriate shape. For example, a car with round wheels could be placed in the window with the circle.

3. Locations

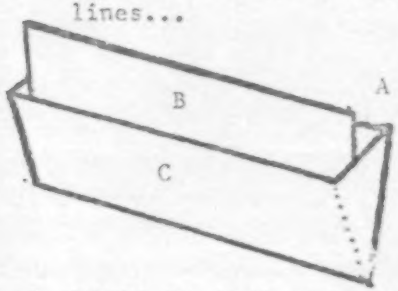
a. Make a house out of oak tag or cardboard with rooms in it. The children can cut out pictures of furniture from magazines to go in the house. They can paste the furniture in the right room. As the children do so, they should say, "This bed belongs in the bedroom."

b. The children can make a model of an apartment house like the one they might live in. These could be made out of shoe boxes. They can put things that they like in the apartments and they can change the location of apartments. While they are doing this they should be encouraged to talk about location. For example, "Jose's apartment is on top of Maria's," or "Juan's apartment is under Pedro's."

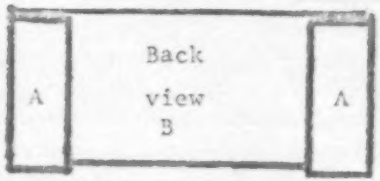
How to make a pocket:



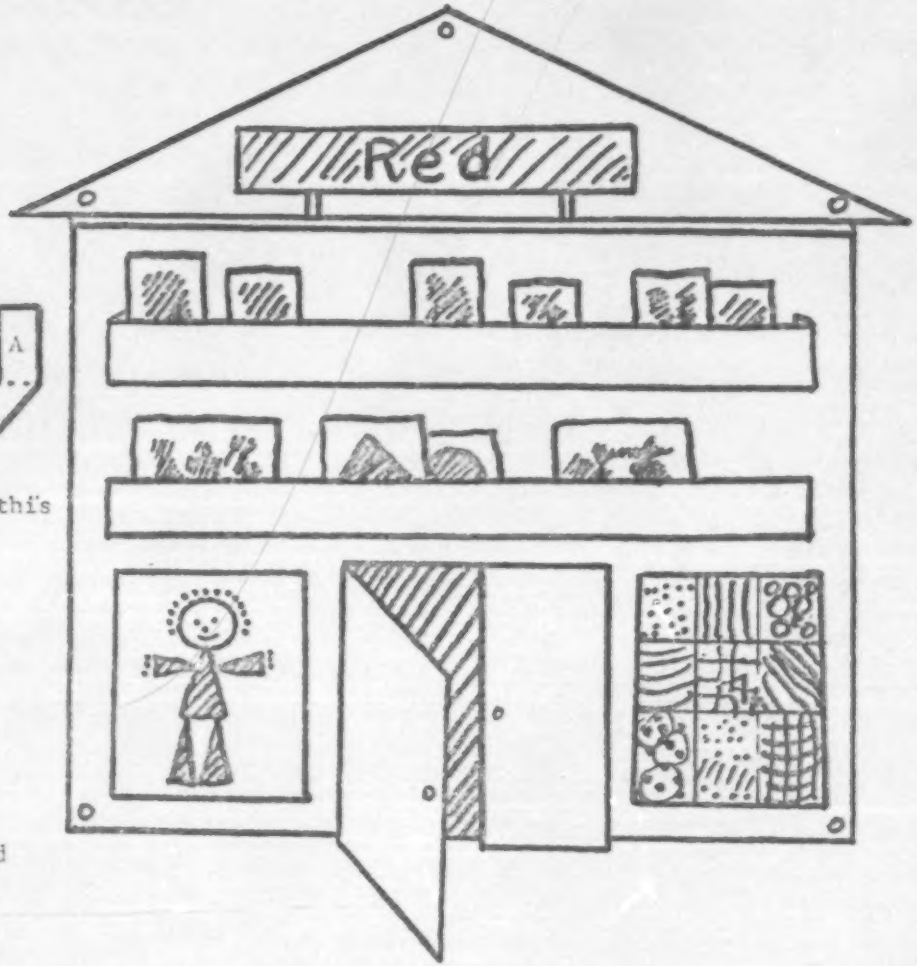
1. Cut construction paper this way and fold in dotted lines...



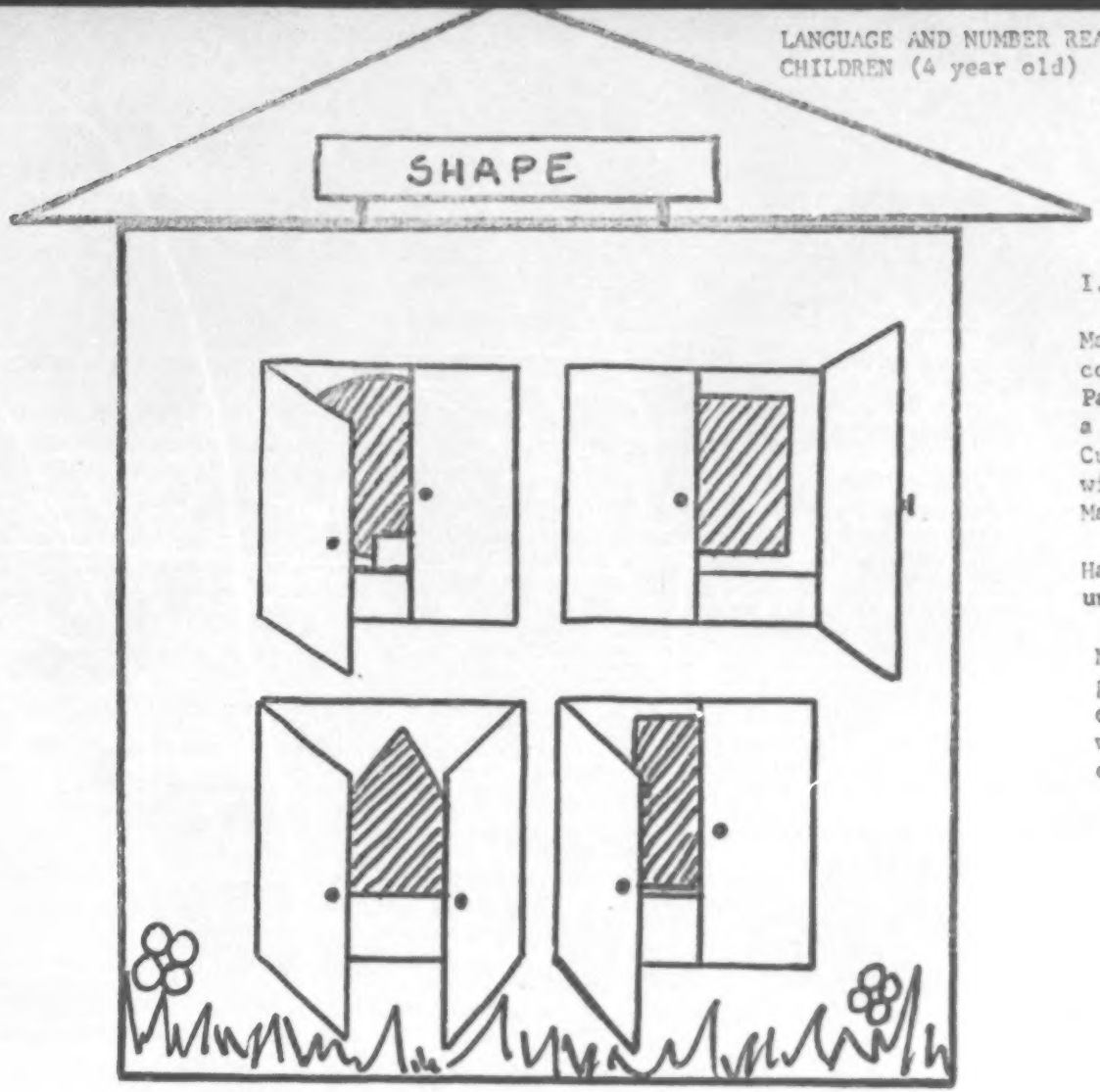
2. Fold over back piece and behind.



3. Paste the back of B and A's to oak tag and you have a pocket for your cards.



I.A.1.a.
The color houses:
Make this house with oak tag or other heavy board.
Use heavy construction paper (the color of the house) to make the pockets.
Make all kinds of small object cards to fit into these pockets.
The children can find the material for the cards in old magazines,workbooks,catalogs,etc.
On the left side of the door paste a colored doll, inside the doors paste a piece of paper the color the house will be.
On the right side of the house paste all kinds of color textures from fabrics,paper,dyed string, etc.
Make a big sign of colored paper to put on top of the house.
Do the same for the three primary colors,red, blue and yellow.



I.A.2.a.

Make this house just like the one for colors, but cut out windows.
Paste shapes inside the windows and a small pocket in each window.
Cut out doors for each window to open wide.
Make small cards with pictures of objects.

Have the child place the cards in the pocket under the appropriate shape.

Make sure the shape in the magazine picture selected by the child shows clearly. If not trace around the shape with marker or paste a small shape of colored paper on the picture.

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The children can make also individual houses for each shape or cut out lots of colored paper shapes and decorate a small house to take home.

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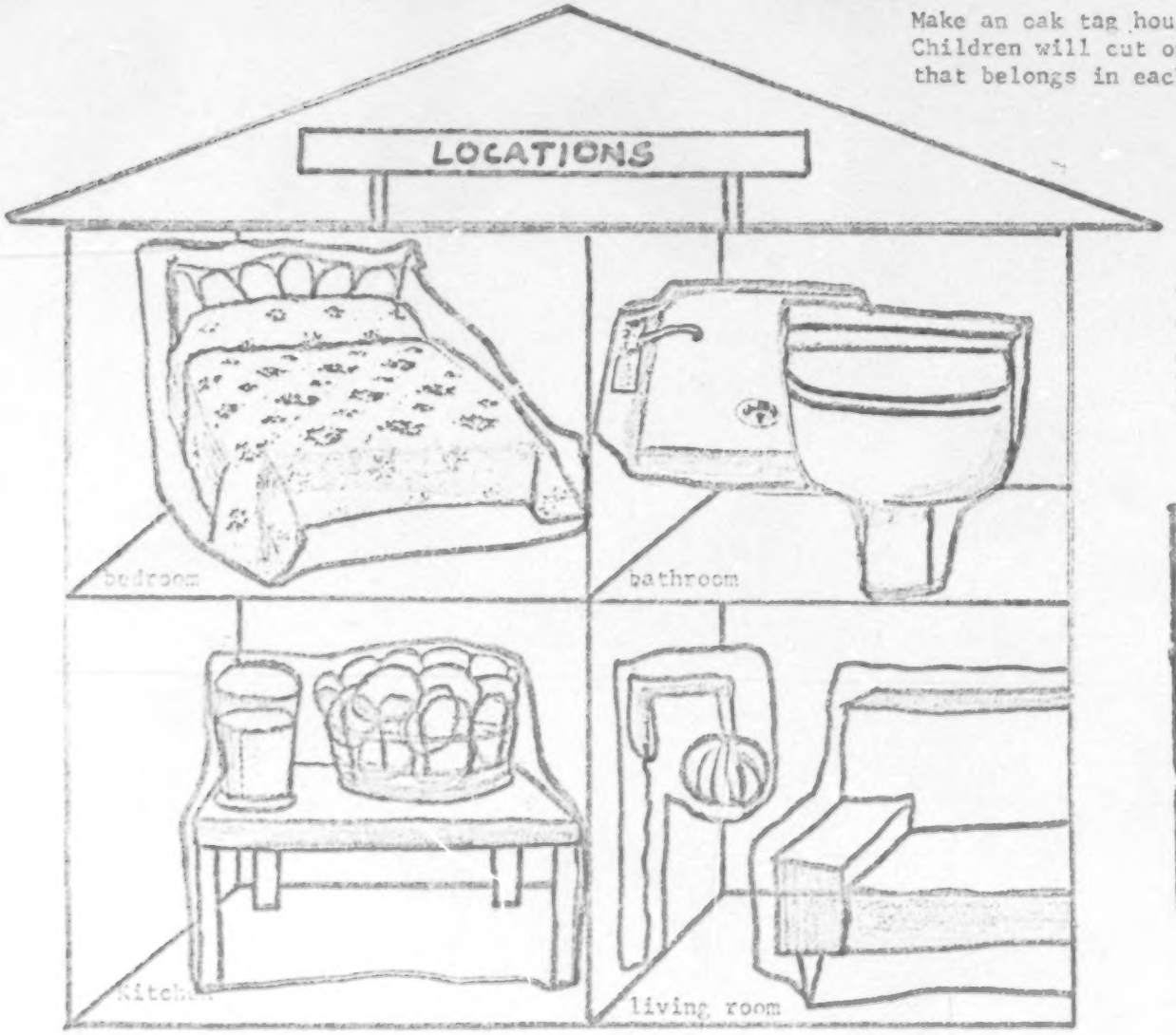
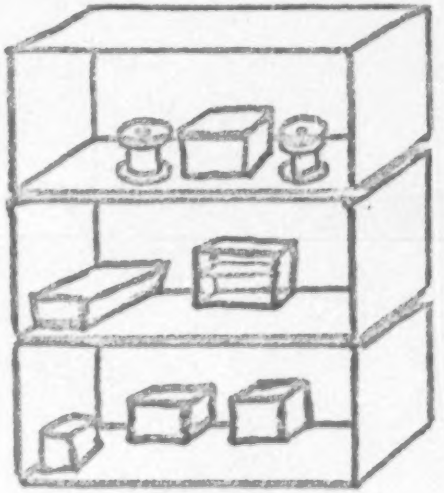


I.A.3.a.b.

Make an oak tag house with rooms in it.
Children will cut out and paste pictures of furniture that belongs in each room.

Shoe box "apartment house"

Collect all kinds of little containers, spools, fabrics and have the children make the "furniture" for each apartment.



Use little dolls or make plasticine ones to complete the scenes.

4. Smells

a. Put different but similar looking substances in the depressions of egg cartons; for example, baking powder, soda, cornstarch, baby powder, dishwasher soap, sugar, salt, flour. Have children touch and smell these substances. Add water to each and see what happens when they rub each substance in their hands. How do their hands smell?

b. String a piece of rope around the classroom, making it go from one place to another. Tie pieces of cloth that have been submerged in good or bad smelling substances on the rope at various locations. Attach pictures at these locations showing the substance that produced the smell. After the children have thoroughly examined the rope, blindfold them and ask them to follow the rope around again, this time guessing what substance is at each location.

5. Sizes

a. Collect a set of old clothes, some of which are very large, like men's jackets, and some very small, like baby clothes. The children can try the clothes on. Then they should be asked how the clothes feel. Have them try on gloves of different sizes or shoes of different sizes.

b. Make an outline of each child on a large piece of paper and also an outline of the teacher. Cut these outlines out and tape them side by side on a wall so the children can get perspective on size differences.

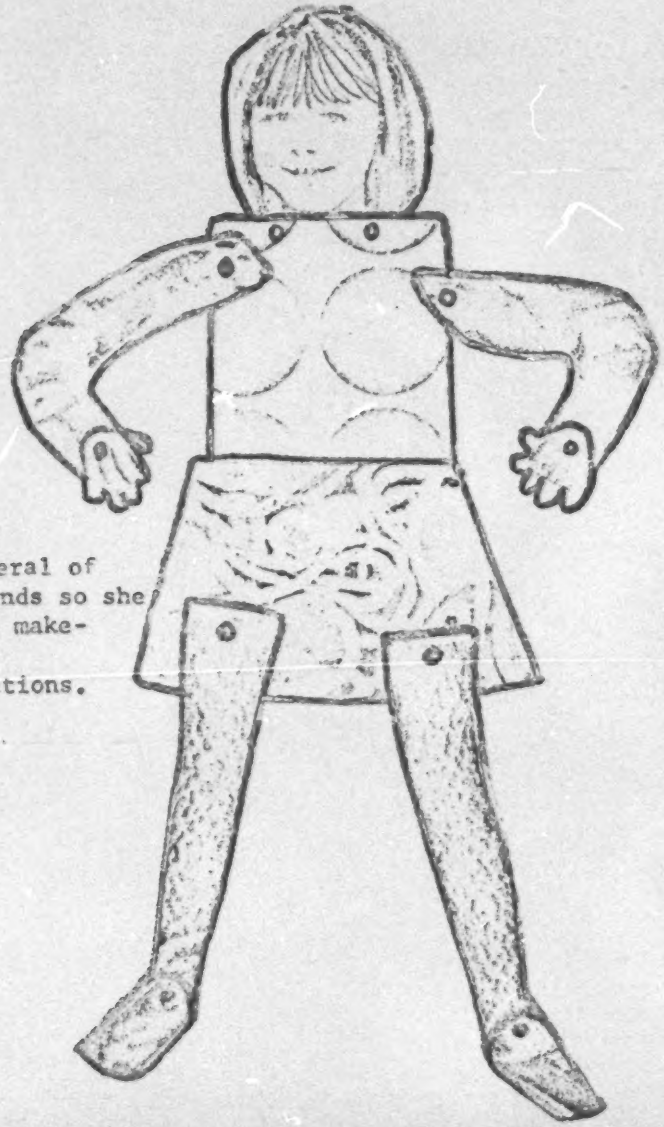
c. Use collapsible objects such as a radio antenna to demonstrate tall and short.

d. Using doll houses of different sizes and dolls of different sizes, have children discuss which dolls fit in which houses and which ones don't.

B. To understand spoken words related to the child, the family, the classroom, and friends

1. The child

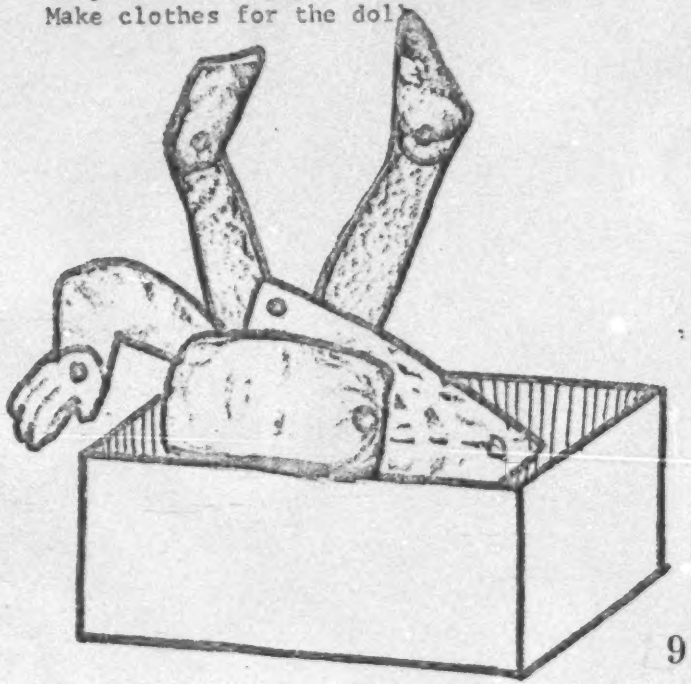
a. Make paper dolls out of cardboard and paper fasteners. Have the children make a drawing of their face on the doll. Dismantel the doll and then have the children put it together again. When they are putting the dolls together, encourage them to refer to the various parts: "This is my head. Theseare my feet. These are my arms." As the child builds his vocabulary more cardboard dolls can be created for a friend, a dog, or other things he likes. The child can collect all the parts in a box. This will be a work box from which many new figures can be constructed.



Make several of her friends so she can have make-believe conversations.

I.B.1.a.

Make cardboard dolls with the child's photograph or a drawing of himself.
Paste the figures on heavy cardboard and cut out the head, trunk, arms, hands, legs, and feet.
Keep these and paper fasteners in a box.
Make clothes for the dolls.



2. The family

a. Have the children draw the members of their family on oak tag. Cut the pictures out. Have them build a house or apartment building from shoe boxes, with different rooms and floors. Have the children place the members of their family in the house or apartment. They can have their family go visiting the families of other children. Encourage the children to play roles of the different family members so they can learn new language patterns.

3. The classroom and friends

a. A school could be created from shoeboxes. The oak tag figures could be made for different people in the school - student, teacher, principal. They can play the role of different people in the school and carry on classroom activities.

II. To understand sequential patterns through oral expression

A. To understand the sequence of activities in given situations

a. Have the children listen to a story or anecdote. Encourage them to express orally the logical sequence in which events occurred. Have them organize big pictures in the order in which the events occurred.

b. Discuss a given topic. Have the children act out the various activities or steps which occurred, or let them use puppets. For example:

Time: Early in the morning.
Situation: Carlitos has to go to the Day Care Center.
Activities: Carlitos is sleeping. Carlitos wakes up. Carlitos brushes his teeth. Carlitos washes his face. Carlitos takes off his pajamas. Carlitos gets dressed: shirt, socks, pants, shoes... Carlitos has breakfast: juice, eggs, cereal, milk.

B. To be able to follow directions in sequence

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a. Build a little house: Assemble materials to be used (stirrers, blocks, glue).
Build the body of the house.
Build the roof of the house.
Make the door, windows, etc.

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b. Put together the parts of an object. For example, give the children the parts of a tree and have them paste together in sequence - trunk, branches, leaves, and fruit.

c. Prepare something to drink. For example, they could use a cup, milk, powdered chocolate, and sugar.

d. Let the children use dolls to pretend that they are feeding younger children.

III. To comprehend situations presented orally

A. To understand details in given situations

a. Have the children answer simple questions about situations discussed:
Where did he go?
How did he get to the ___?
What was the little girl doing?

b. Have the children listen to a given situation:
A little boy buys ice cream. Is the little boy happy or sad? Why?

c. Have the children tell if they like or dislike characters in a story and why. For example, in "Juan Bobo y Ladrillo" what do they think of la gallina, Ladrillo, la mama, la mama enferma?

d. Make a lotto game. Place the pictures of different characters from stories on a board. For example, Solario, Lunaria or Juan Bobo. The teacher can talk about different situations from these stories and the children can place a chip or bean on the characters who are involved in that story.

IV. To develop the concept of "adding to" and "subtracting from"

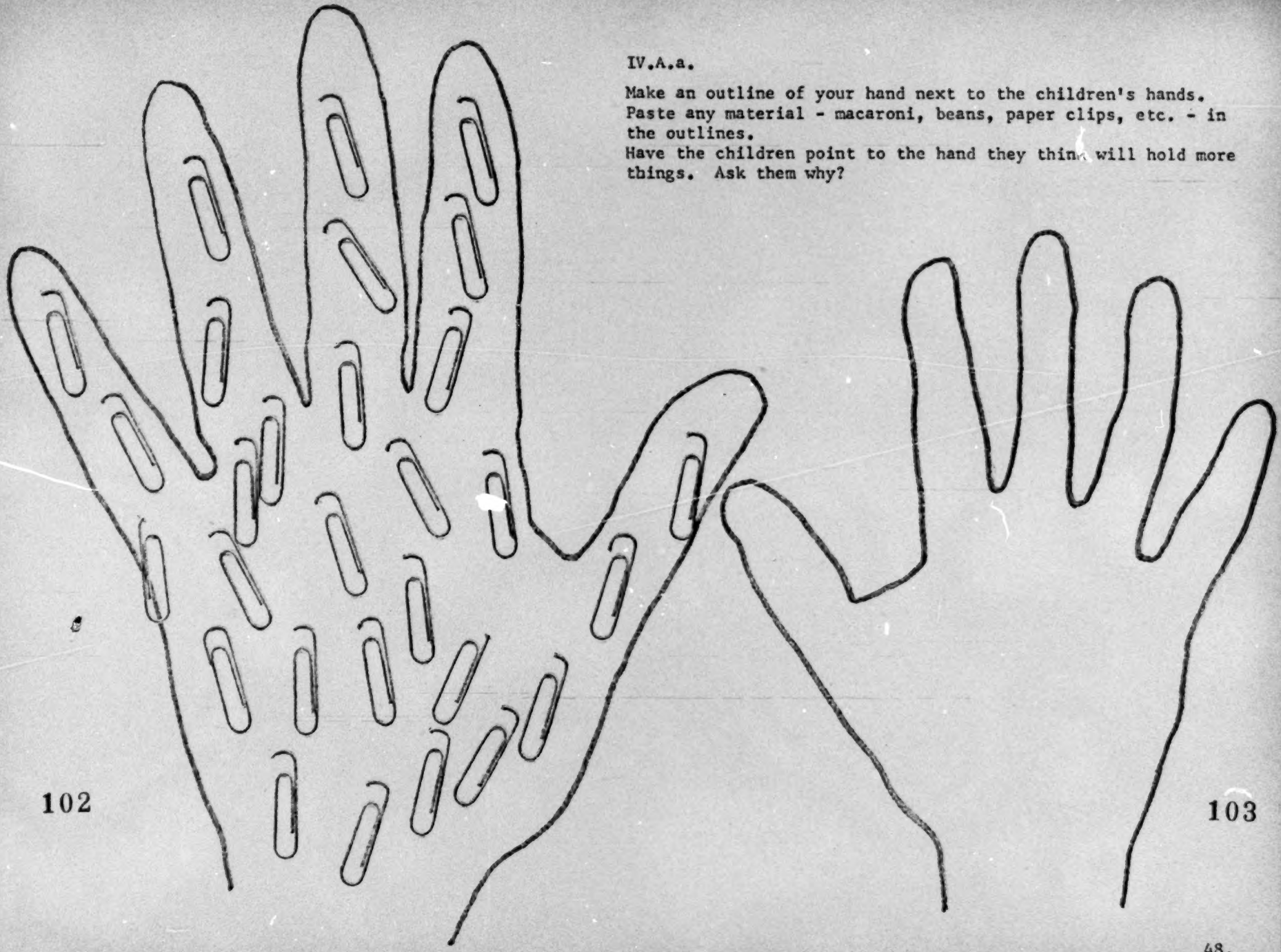
A. To develop the concept of more or less

a. Have the children make an outline of their own hand and the teacher's hand on the same piece of paper. The children can paste beans to cover the two outlines. Then they can discuss which outline holds the most beans.

b. Fill a box with marbles and give the children many different sizes of containers- very little ones, big ones, tall, short or fat ones. Have them fill these with marbles. Ask, "Which one holds more marbles? Which one less?"

IV.A.a.

Make an outline of your hand next to the children's hands.
Paste any material - macaroni, beans, paper clips, etc. - in the outlines.
Have the children point to the hand they think will hold more things. Ask them why?



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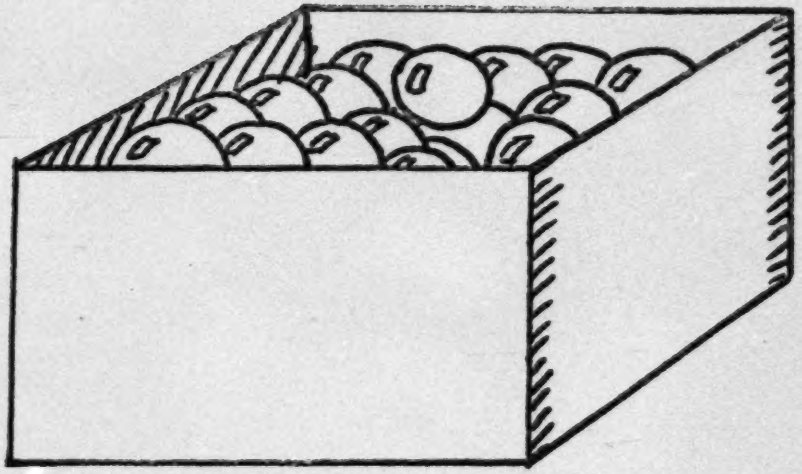
IV.A.b.

Fill a box with marbles, round stones, beans, beads, etc.
Place next to it a lot of containers in all sizes and shapes.
Let children first experiment filling one container or pouring from one to the other until they have tried all of them.
Explain to children the difference in size using a big container and a small one.



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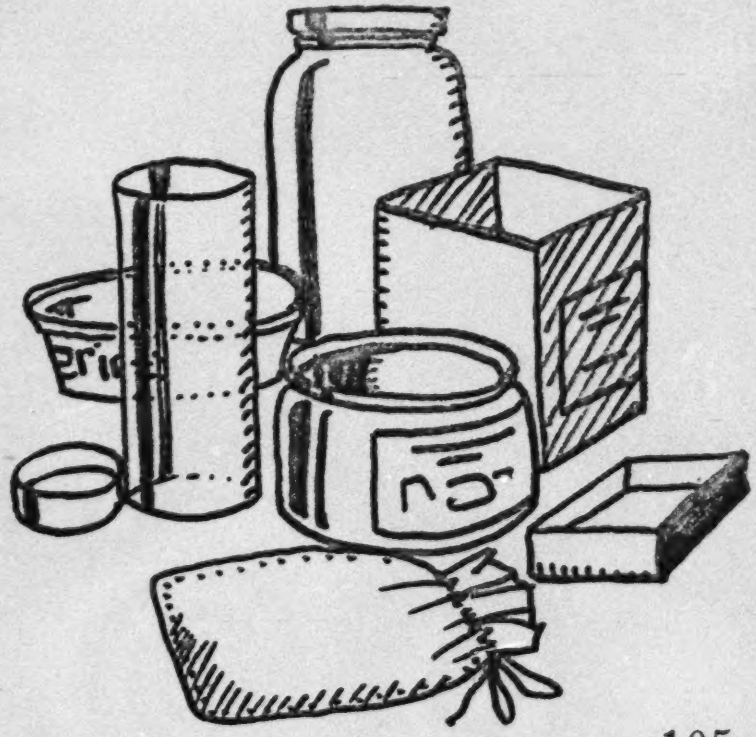

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D. To develop the concept of add and subtract

a. Place four toys inside four separate circles on a large sheet of paper. Ask each child to remove a toy. While the child does this the other children can say, "Carlitos takes away one toy," "Lisa takes away one toy." Then have them place the toys back on the sheet. They can say, "Jose puts in one toy."

b. Have four pieces of candy. Each child can take a piece to eat, but while they are doing this the children should say, "Maria takes away one piece of candy."

V. To develop the concept of quantity

A. To count to ten

a. Have the children draw smiling faces on the tips of their fingers. Play a game in which the children start by having their hands closed in a fist; the "faces" are sleeping. The faces wake up one at a time. The children could say, "One, two, three, wake up, four, five, six, wake up, seven, eight, nine, wake up, ten, wake up." They can start by using only one hand for counting to five and then add the other hand for ten.

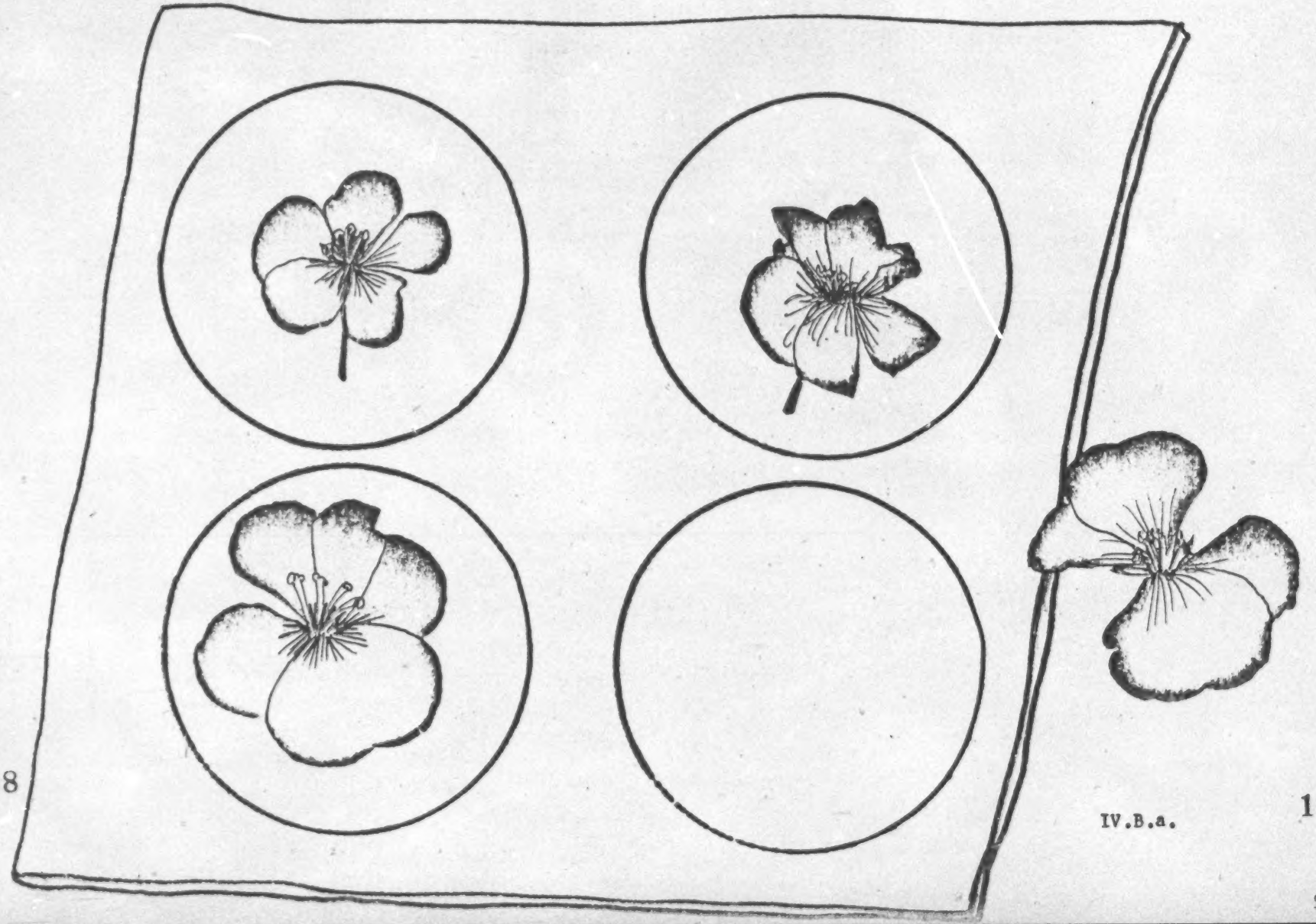
b. Make ten bibs each having a number printed on it. Make a number line on the floor going from one to ten. Have each child stand at the proper place on the number line. For example, ask the child with bib number one to stand at the number one position on the number line. The remaining children can then count to ten.

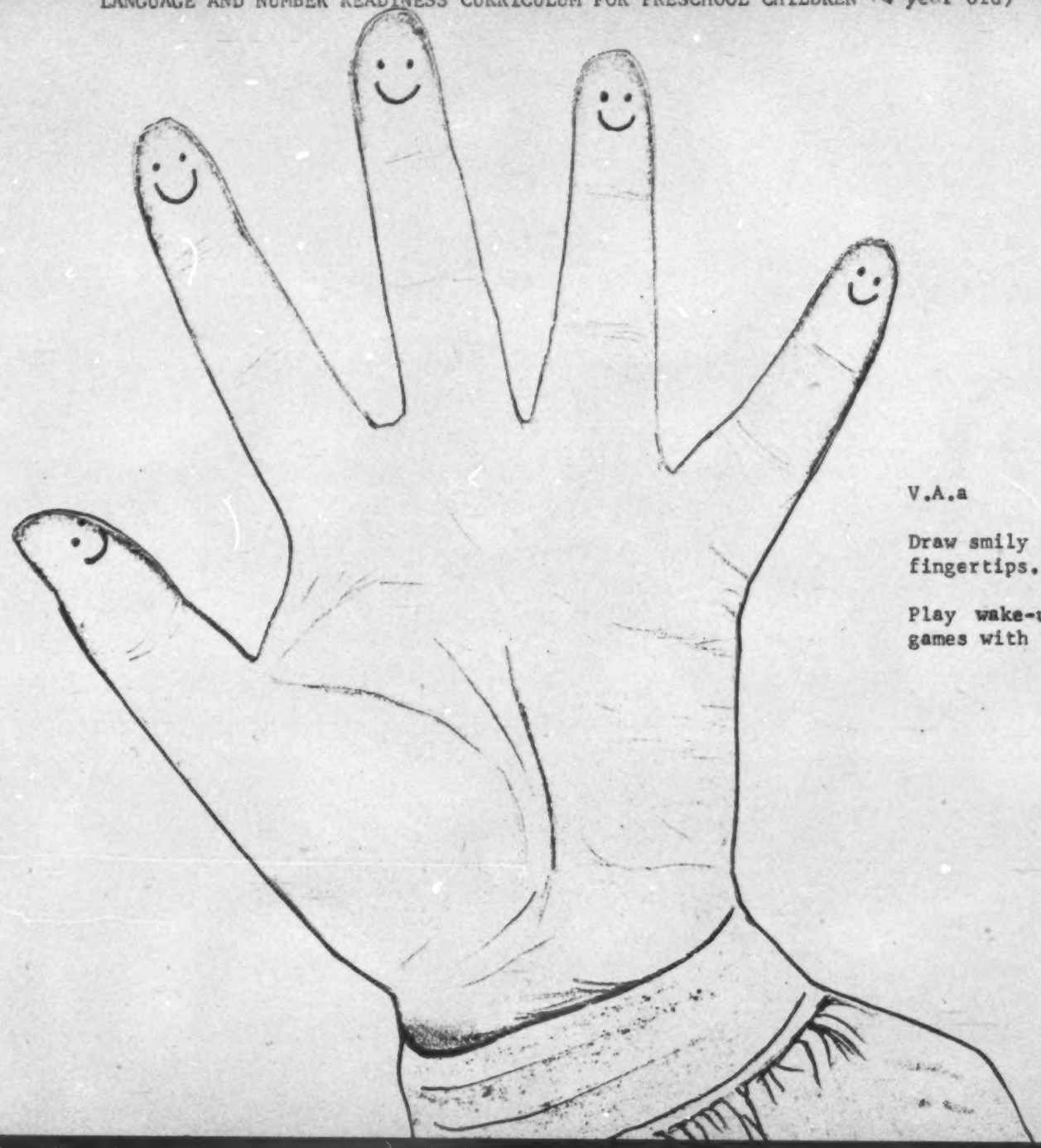
c. Using the song, "Ten Little Indians" make other songs about things the children would like. For example: "Ten little children going to school," "Ten little birds going for a fly," "Ten little snakes crawling in the ground."

B. To be able to count objects

a. Using a large sheet of aok tag, write one number on top and make the same number of large dots on the sheet. Have the children place objects on each dot and then count the number of things.

b. Place a number of large chalk circles on the floor. Have one child stand in each circle. Have the children count the number of children standing in circles and then write the number beside the circles.





V.A.a

Draw smily faces on the inside of the fingertips.

Play wake-up and go-to-sleep games with ten fingers.

V.A.b.

Make bibs with numbers on them up to ten .
Use these in every way possible.
If children are learning a specific number that day , elect one child to be that number for the day.
Later on you can use these bibs to teach number facts adding bibs for equal, plus or minus.

V.B.b.

Use masking tape to draw large squares on the floor.
Make a number of circles inside the square and write the numeral that represents the circles.
Have children stand inside the circles.

C. To develop the concept of amount

a. Serve children different kinds of food. Serve different children completely disproportionate amounts of the different foods--some "a little" and others "a lot." When the children react to this, ask them what "a little" means and what "a lot" means. The same thing can be done with completely disproportionate drawings of children in a bathtub or ducks in a pond.

b. Have an art activity in which the children are required to measure different amounts of materials -- a little bit of paste, a lot of paint, a lot of colors, a little bit of string, a lot of macaroni.